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SOUTHERN ILLINOIS UNIVERSITY

Office of the President

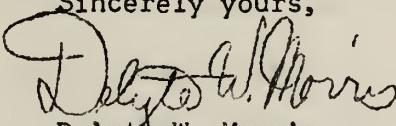
January 3, 1961

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

With the victory of the Bond Issue safely established by a majority of 371,273, I feel I should give my personal and official thanks to all of the faculty and staff members who contributed so generously to the Campaign Fund earlier this year. Your support is sincerely appreciated.

The passage of the Bond Issue will assure the future college education of the young men and women of Illinois. As the buildings on our campus are built with Bond Issue funds, you can be rightfully proud of your part in the campaign.

Sincerely yours,


Delyte W. Morris
President

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SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Vice President
for Operations

January 9, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

As the University's educational program grows, it is natural that various University agencies and staff members will become involved with outside agencies concerning the training of students for specialized purposes. Quite often, the question of tuition and fee payment will be a matter for discussion.

This bulletin serves as a reminder that University staff members do not have authority to enter into agreements or arrangements involving remission of tuition or fees per se. Each student attending the University is responsible for his own tuition and fees unless (1) he receives a University-approved assignment which provides partial remission such as a scholarship, assistantship, or fellowship, (2) a contract is established through proper channels between the University (which would require approval of the Board of Trustees) and the outside agency which provides for tuition and/or fee remission for the students attending under the contract, or (3) the outside agency agrees in writing to pay the student's tuition and fees. In the latter case, the Bursar should be notified in writing by the outside agency that this is the case.

Unless one of the three conditions stated above exists, the Registrar must assess, and the Bursar collect, full tuition and fees from the student.

the first time in the history of the world, the
whole of the human race has been gathered
together in one place.

It is a great thing to have all the
people of the world gathered together in
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SOUTHERN ILLINOIS UNIVERSITY

Office of the President

January 23, 1961

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

Questions on General Degree Requirements

This is to report to the University Faculty the results of last week's balloting on three central propositions for the handling of General Degree Requirements. These propositions were:

1. The reviewing agency for general studies should be a committee nominated by and named from the University Faculty (rather than from general or basic college staff members).
2. The person responsible for coordinating the planning and review of general studies should be the chairman of such a committee (rather than dean or director of general studies).
3. Advisors for the students' general studies program should be named from the University Faculty at large (rather than from general or basic college staff members).

Slightly more than half the University Faculty participated in the balloting (a higher proportion than usual). More than five faculty members approved the three propositions to each faculty member who disapproved them. An additional group (five per cent of those voting) approved one or two of the three propositions but not all three of them. Half a dozen persons returned their ballots with comments but did not check them.

These results confirm earlier impressions of the University Faculty's preferences in this matter and constitute a mandate to all of us to proceed with our consideration of Option B. It does not, however, bind any of us to particular details for carrying out this option. Having eliminated, one by one, the other major options with which we started, we must now proceed to consider the details themselves of an Option B type of arrangement.

In the letters commenting on the report of the ad hoc Committee on Handling General Degree Requirements, many questions were raised concerning details of the Committee's proposal for putting Option B into effect. For your information, a long list of questions is attached. Since many of the letters put the same points in slightly different forms, the questions have often been rephrased in general terms to avoid undue repetition.

This list is being forwarded to the Committee on Handling General Degree Requirements with a request that its members consider these questions and revise

their report with a view to presenting solutions to as many of these problems as possible. The Committee has been asked also to be sure that there is opportunity for full faculty discussion of the more important questions.

It is possible that you may have in mind questions about the detailed workings of Option B which are not covered in this list. If so, please send them in writing to Claude Coleman, S. D. Lovell, or Charles Tenney (the members of the ad hoc Committee) or, if you prefer, to me personally.

Undoubtedly, our cautious and methodical procedure toward a better handling of general degree requirements is preempting large amounts of faculty time, energy, and thought, but there is probably nothing more important to which such efforts can be devoted. In the long run, I am confident that we shall develop a general studies program as distinguished as many of the other fine programs now developing within the University.

Delyte W. Morris
President

FACULTY QUESTIONS ON THE REPORT OF THE AD HOC COMMITTEE ON
HANDLING GENERAL DEGREE REQUIREMENTS

1. With regard to terminology, what are the differences between (a) "general education", (b) "general studies", (c) "general degree requirements", (d) "interdepartmental courses", (e) "integrated courses"?
2. Aren't interdepartmental courses likely to turn into a "mish-mash" of unrelated facts and hasty generalizations?
3. Although the report states that "interdepartmental" courses need not necessarily become "integrated" or "survey" courses, would they not in fact become so?
4. Will not the proposed interdepartmental sequences cut down the contribution that many departments are already making to the general degree requirements?
5. How will the groups of courses in the proposed major areas be articulated with each other? What will happen to borderline courses (e.g., a course in geography dealing with both the physical and the social environment)?
6. Should there not be first level options, as well as second and third level options?
7. How flexible would the proposed second and third level options be? Would they permit adequate adjustment to the varying needs of students on the different campuses with different professional objectives?
8. Is it wise to excuse students from any of the first level general studies sequences, as proposed on page 20 of the report?
9. Could some of the options be designed to serve a double purpose, namely, both the objectives of the general studies program and the objectives of a proper professional background for majors?
10. To what extent would students be able to substitute proficiency examinations for required courses?
11. What provision is there for average students, who cannot pass proficiency examinations, to bypass some of the added burdens of the proposed curriculum?
12. Would it be possible under the proposed plan for the sciences to offer laboratory work as well as lectures and demonstrations to the general student?
13. Would the program recommended help or hinder our alumni who wished to transfer to other universities for their graduate studies?

14. What effect will the proposal have on pre-professional students wishing to transfer to other universities?
15. Would the proposed courses transfer to other universities?
16. What effect would the proposed program have on college students from elsewhere seeking to transfer to our university?
17. What effect would the proposed requirements have on the student's opportunity to take electives?
18. What effect would the proposed program have on our ability to recruit outstanding faculty members?
19. What effect would the program have on our burgeoning doctoral programs?
20. Could an undergraduate under this proposal take a double major, or a major and a minor in related fields?
21. Would not the proposed requirements interfere with the student's chance to make a good living?
22. Would not the proposed requirements interfere with accreditation?
23. Would the committee's recommendations permit a student to take any courses in his major field during the freshman and sophomore years?
24. Is there one best order for presentation of materials?
25. Have the present general degree courses ever been examined to find out what they have to contribute to the student?
26. Should each of the three major areas (Man's Physical Environment, Man's Social Inheritance, and Man's Insights and Appreciations) be (a) reduced or (b) increased from the 24 hours recommended?
27. Should not both a foreign language sequence and a basic mathematics sequence be required of all students?
28. Should not a reading knowledge of a language (presumably requiring at least two full years of language study) be demanded of all students?
29. Should not all students be required either to pass a proficiency examination in basic mathematics or to take the basic sequence?
30. Is not a course in logic an essential component of the Organization and Communication of Ideas area?
31. Should not all students be required to pass a proficiency course in typing as a basic tool?
32. Should not the recommended three hours for physical education be eliminated? Would it not be better for a student's health and physical development to be handled through extracurricular rather than through curricular programs?

the primary research question is how does one identify such a system? The following section will

discuss the identification of systems and the development of methods.

There are several approaches to identifying systems and the development of methods. One approach is to use a systematic process to identify the system and its components.

Another approach is to use a structured methodology to identify the system and its components.

Still another approach is to use a combination of both approaches to identify the system and its components.

The first approach is to use a systematic process to identify the system and its components.

The second approach is to use a structured methodology to identify the system and its components.

The third approach is to use a combination of both approaches to identify the system and its components.

The fourth approach is to use a combination of both approaches to identify the system and its components.

The fifth approach is to use a structured methodology to identify the system and its components.

The sixth approach is to use a combination of both approaches to identify the system and its components.

The seventh approach is to use a structured methodology to identify the system and its components.

The eighth approach is to use a combination of both approaches to identify the system and its components.

The ninth approach is to use a structured methodology to identify the system and its components.

The tenth approach is to use a combination of both approaches to identify the system and its components.

The eleventh approach is to use a structured methodology to identify the system and its components.

The twelfth approach is to use a combination of both approaches to identify the system and its components.

The thirteenth approach is to use a structured methodology to identify the system and its components.

The fourteenth approach is to use a combination of both approaches to identify the system and its components.

33. Should not the recommended three hours for health education be eliminated?
34. Should not the third level courses in health and personal development be eliminated in the interest of courses with more intellectual content?
35. Is not economics slighted in the report's description of the area Man's Social Inheritance?
36. Would it be possible for the University through its Press and Printing Office to print textbooks, laboratory manuals, and other classroom materials for newly designed courses?
37. How will the teaching load in interdepartmental sequences be distributed from quarter to quarter? Won't some of the participating departments have more than they can do one quarter and less than they can do the next?
38. Would the interdepartmental courses be taught by (a) senior staff members, (b) junior staff members, (c) temporary lecturers, (d) graduate assistants, (e) some combination of these?
39. Do the proposed recommendations provide adequately for interdepartmental discussions of proposed general studies courses?
40. Will the staff members who teach the courses have an opportunity to participate in the planning of them?
41. Will not the President's Committee be in the position of "dictating" to instructors what they should teach?
42. Why call the proposed committee a President's Committee? Is it not basically a faculty curriculum committee?
43. Can the President's Committee possibly get its initial task done before the fall of 1962?
44. Where will the faculty time required to plan all the new courses proposed come from?
45. Will not the proposed program be tremendously costly? Who knows how much it would cost?
46. Who would have final say as to the budgets for the general courses? Who would have final say on promotions, salary increases, etc., for the teachers of the general courses?
47. Should not advisement and counselling begin at the pre-college level?
48. Who will determine for the student what his general background should be?
49. Since the proposed requirements would make an extremely tight curriculum, how can mistakes in advisement be minimized? Can either "general" or "departmental" advisers do a good job of advising?

theoretical or technical theory and ideas with concepts and the ability to
use them to derive new ideas or theories from them and the ability to
demonstrate how such ideas can be used to explain the world around us.

These qualities are often referred to as "creativity" and "innovation".

Individuals who possess these qualities are often described as "innovative" or
"creative". They may also be described as "imaginative" or "imaginative".

Innovation is often seen as a way to increase productivity and efficiency.
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50. Should not the general degree requirements be adjusted to each high school graduate? Not all entering Freshmen have achieved the same maturity, taken the same courses, or acquired the same knowledge and skills.
51. Should not the curriculum for the first two years of college be general enough so that it will permit a student to take this work in a junior college and then transfer without loss?
52. Should not the student who comes to college with his mind made up concerning his career be admitted immediately to courses in his professional field?
53. How can a student be kept from repeating in general studies courses work that he has already had in high school?
54. Will advisement be carried on by (a) departmental chairman, (b) staff members of the appropriate departments, (c) persons attached to the deans' offices, (d) persons named by the proposed "executive officers"?
55. Would the President's Committee operate rigidly in terms of the proposed framework or would it have wide discretion?
56. What assurance is there that the panel of nine persons nominated by the faculty on each campus will contain the faculty members best qualified to review proposed general degree requirements?
57. Should not the President's Committee be chosen in terms of proportional representation among fields and between campuses?
58. Should not the chairman of the President's Committee have more continuity in office than the report recommends?
59. What would be the role of the Vice-President for Instruction in the general studies program?
60. Should the Vice-President for Operations on each campus be allowed discretion as to whether he could or could not get along without an Executive Officer for general studies at the operational level?
61. Would not the division of responsibility between an Executive Officer partly responsible to a committee chairman and partly responsible to a Vice-President cause trouble? Would not other staff members get caught between the committee and their departments or divisions?
62. Is not the ad hoc Committee thinking of education in nineteenth-century rather than twentieth-century terms?
63. Is not the ad hoc Committee thinking of education in terms of the remote future rather than the actual needs of the present?
64. Is not the ad hoc Committee's report essentially anti-intellectual in its recommendations for personal development of students, easy accommodation to the professional (i.e., moneymaking courses), and slighting of languages and mathematics?

65. Is not the ad hoc Committee's report overly intellectual in its recommendations for a program that would place so much emphasis on impractical rather than practical courses?
66. Will not the ad hoc Committee's proposal cause us to lose students to other institutions with less demanding programs?
67. Will not the ad hoc Committee's proposal interfere with the welfare of the working student or of students who are economically underprivileged?
68. What does the ad hoc Committee have against deans? Would not a dean for general education on each campus do a more responsible job than a faculty group?
69. Do not certain portions of the report show a bias against specialized or professional training on the part of the members of the ad hoc Committee?
70. Do not certain portions of the report show a bias against general education and against persons who see the need for thorough integration of our undergraduate program?

and the first time I have seen it. It is a very large tree, and I think it must be at least 100 years old. It has a very thick trunk, and the bark is rough and grey. The leaves are long and narrow, and the flowers are small and white. The tree is growing in a clearing in the forest, and there are other trees around it. I am not sure what kind of tree it is, but it looks like a maple or a birch. The trunk is very straight and tall, and the branches are spreading outwards. The leaves are a bright green color, and the flowers are a pale yellow. The tree is very healthy and strong, and it looks like it will live for many more years.

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SOUTHERN ILLINOIS UNIVERSITY

Office of the President

February 13, 1961

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

RELEASE OF SALARY INFORMATION

In a Special Bulletin under date of December 30, 1960, the members of the University Faculty were requested to give their views on the harmfulness or harmlessness of disseminating information about faculty salary levels. Specifically, you were asked whether or not information concerning maximum, minimum, and average salaries should be generally and locally released.

A large number of you have replied, and of this number approximately sixty per cent do not object to such release of such information. Some individuals, however, interpreted the questionnaire to mean release of information about individual salaries. Certain faculty members have expressed strong personal opposition even to the release of general figures concerning maximum, minimum, and averages, and for one reason or another about forty per cent of the faculty oppose the release of salary information. We therefore have a problem of protecting the personal rights of a minority who might, in their judgment, be adversely affected by the proposal.

This proposal to extend the release of salary information should, therefore, undoubtedly receive further study, and those faculty members who feel that the release of the information would be generally helpful and would not in any way be injurious either to themselves or to others seem to have a problem in convincing their colleagues of the harmlessness of the proposal. I should be happy to receive statements of the arguments pro and contra.

Meanwhile, are there any objections to the following policies?

1. The President's Office should continue to release generalized salary information to certain agencies such as the U.S. Office of Education and the national office of the American Association of University Professors which are concerned with the advancement of professional salaries.

2. The President's Office should continue to make available to the members of the Faculty Salary and Rank Committee listings of salaries (not identified by person) for use in its studies of methods of improving faculty salary schedules.

3. Any other salary information suitable for release should be provided directly by the President's Office to all members of the University Faculty. Such releases should not be made, however, unless we can be sure that there is no likelihood of their resulting in the embarrassment or exploitation of individual faculty members.

Delyte W. Morris
President

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Southern Illinois University
Carbondale, Illinois

Office of the Vice President

February 16, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

Governor Kerner will deliver a major speech Saturday, February 18, 1961, at 9:30 a.m., in Shryock Auditorium. It will be the Governor's first major speech on our campus.

Governor Kerner will discuss the recommendations from the workshops of the Southern Illinois Conference on Industrial Attraction and important programs for the development of Southern Illinois.

The speech is open to the public. It should be of great interest to faculty and students.

John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Vice President

February 22, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

FINAL EXAMINATION SCHEDULE FOR WINTER, 1960-61

Examination Schedule for Day-Time Classes

Monday, March 13

12 o'clock classes.....	7:50
Mathematics 106A, 106B, 106C, 111, 112, and 252 day-time sections.....	11:30
4 o'clock classes.....	1:50

Tuesday, March 14

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday.....	7:50
Air Science 220 and Women's P.E. 100 level classes and 254.....	11:30
Speech 101 and Men's P.E. 254.....	12:50
1 o'clock classes.....	2:00

Wednesday, March 15

11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday.....	7:50
English 101 and 102.....	11:30
2 o'clock classes.....	1:50

Thursday, March 16

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday.....	7:50
Chemistry 101, 111, 112 and 240 and Accounting 252.....	11:30
10 o'clock classes except Humanities 301, Science 301, and Social Studies 301 which will meet at 4 p.m.....	1:50

Friday, March 17

3 o'clock classes.....	7:50
Geography 100.....	11:30
Make-up examination period for students whose petitions have been approved by their academic deans.....	1:30

the first time in the history of the world, the
whole of the human race has been gathered
together in one place, and that is the
present meeting of the World's Fair.
The great number of people here
from all parts of the world, and the
large amount of money spent by them,
will be a great stimulus to the
development of the country, and will
help to make it a great power.
The World's Fair is a great
success, and it will be remembered
as one of the greatest events in
the history of the world.

Saturday, March 18

8 o'clock 3-hour classes which meet one of the class sessions on Saturday 7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday 10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday 1:00
Classes which meet only on Saturday morning. Examinations will start at
same times as the class sessions ordinarily start.

Examination Schedule for Evening Classes

Monday, March 13

Five-hour classes which meet during the second period (7:35-9:00 p.m.)
on Monday, Wednesday, and Thursday..... 6:00
Four, three, two, and one-hour classes which meet during the second
period (7:35-9:00 or 9:15 p.m.) on Monday and/or Wednesday..... 6:00
Classes which meet only on Monday night. Examinations will start at
same times as the class sessions ordinarily start.

Tuesday, March 14

Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00-7:25 p.m.) on Tuesday and/or Thursday..... 6:00
Classes which meet only on Tuesday night. Examinations will start at same
times as the class sessions ordinarily start.

Wednesday, March 15

Five-hour classes which meet during the first period (6:00-7:25 p.m.) on
Monday, Wednesday, and Thursday..... 6:00
Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00-7:25 p.m.) on Monday and/or Wednesday..... 6:00
Classes which meet only on Wednesday night. Examinations will start at
same times as the class sessions ordinarily start.

Thursday, March 16

Four, three, two, and one-hour classes which meet during the second period
(7:35-9:00 or 9:15 p.m.) on Tuesday and/or Thursday..... 6:00
Classes which meet only on Thursday night. Examinations will start at
same times as the class sessions ordinarily start.

GENERAL EXAMINATION INFORMATION

Examinations for three, four and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, a 9 o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Tuesday, March 14. A 9 o'clock class carrying two hours of credit will have its examination from 10:00 to 11:00 a.m.

A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in the preceding paragraph, a "W" followed by the tentative grade with a "12" indicating the number of weeks attended should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.

John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

March 6, 1961

SPECIAL BULLETIN TO THE FACULTY AND STAFF

On Thursday, March 9 and on Thursday, March 30, the Southern Illinois University siren will be sounded at 2:45 p. m. (ALERT SIGNAL) and at 3:05 p. m. (TAKE COVER SIGNAL). This sounding of the siren will be for the purpose of informing the students and others and to help all of us to recognize the Alert Signal and the Take Cover Signal if it should become necessary to use them.

Faculty members are requested to take a few minutes to present this information to the students in their 2:00 and 3:00 classes at the time the siren is being sounded on March 9 and 30, 1961. This is to be a test only.

A. ALERT SIGNAL --- A STEADY WILCAT BLAST OF SOME THREE TO FIVE MINUTES DURATION

This means that information has been received from the U. S. Weather Bureau that it has been confirmed and that there is a Severe Weather Forecast for our area. Radios should be tuned to Radio Stations, WSIU or WCIL for specific information which will be broadcast while the Alert is being continued.

B. TAKE COVER SIGNAL --- A SERIES OF SHORT BLASTS OF THREE TO FIVE MINUTES DURATION. THESE BLASTS WILL BE SEPARATED BY 20 SECOND INTERVALS.

This means that we have received a Severe Weather Warning for our area and that severe weather or a possible Tornado is eminent. Persons in the area should TAKE COVER in the designated places. Campus streets should be cleared, gas and electricity should be turned off in the buildings, telephones should be used only for emergencies and that windows and doors on the NORTH and EAST can be left open with discretion.

COPIES OF THE NEW CIVIL DEFENSE AND DISASTER PLAN WILL BE DISTRIBUTED WITHIN THE NEXT WEEK TO DEANS, DIRECTORS, CHAIRMEN, ETC.

CLASSES ARE NOT TO EVACUATE
THIS IS A SIREN TEST ONLY

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

March 14, 1961

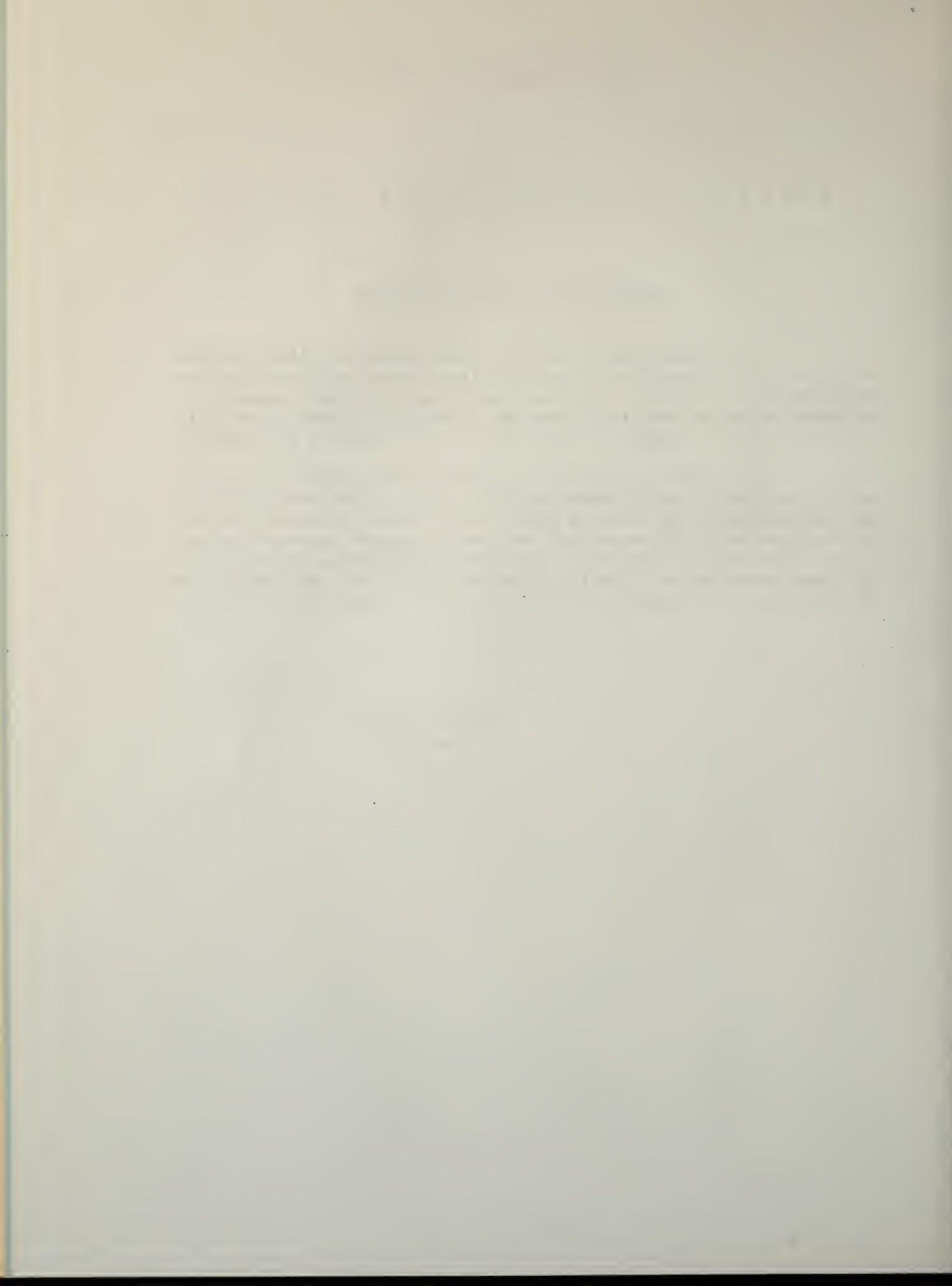
S P E C I A L B U L L E T I N T O T H E F A C U L T Y

STATEMENT BY MR. JOHN PAGE WHAM

Mr. John Page Wham, Chairman of the Southern Illinois University Board of Trustees, was recently invited by the Advisory Committee on Education in Illinois, a citizens' group representing a number of statewide organizations, to present his views on a current proposal to establish powerful central controls over higher education in Illinois.

For the information of each member of the University Faculty, we are attaching a copy of House Bill 125, which would carry out the recommendations of the Illinois Commission of Higher Education on the proposed new method of control of the state-supported universities and a copy of Mr. Wham's statement, expressing certain views on government of higher education in Illinois on the possible effects of this bill on Southern Illinois University and the other universities of the State.

Delyte W. Morris
President



Introduced by Messrs. Randolph, Dunne, Pollack, Simon, Mrs. Dawson, Messrs. Wendt, Hachmeister, Redmond, Burks, Mikva, Moberley and Mills, February 1, 1961.

Read by title, ordered printed and to lie on the Speaker's table.

A BILL

For an Act creating a Board of Higher Education, defining its powers and duties and making an appropriation therefor.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. Definitions. As used in this Act:

(a) "Board" means the Board of Higher Education.

(b) "State controlled institutions of Higher education" means those institutions managed and controlled by the Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, and the Teachers College Board.

Section 2. A Board of Higher Education established.

There is created a Board of Higher Education to consist of eleven persons who shall be appointed by the Governor with the advice and consent of the Senate. At the time of appointment, no more than 6 of the members of the Board shall belong to or be adherents of the same political party. No person shall be a member of the Board who is not a citizen of the United States and who has not been a resident of this State for at least one year. No more than one member of the Board shall hold an undergraduate degree from or be a former undergraduate student of the same institution of higher education. No more than 2 members shall have enrolled in the graduate program of any one institution.

Section 3. Members of the Board.

Initially, members shall be appointed as follows:

Three members to serve until the first Monday in February, 1963;
Four members to service [sic] until the first Monday in February, 1965:
Four members to serve until the first Monday in February, 1967.

and the former 1960s youth rebellion against authority. The movement's political influence, however, was more limited, primarily through its influence on the political culture.

Thus, although not as radical as the radical leftists of the 1960s, the

new leftists of the 1970s were more successful in influencing the political culture than the former radicals.

Thus, while the political culture of the 1960s was characterized by a sense of political alienation, the political culture of the 1970s was characterized by a sense of political identification.

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As the terms of members so appointed expire, their successors shall be appointed for terms to expire the first Monday in February six years thereafter. All members shall serve until their successors have been appointed and qualified. In case of a vacancy in the membership of the Board at any time when the Senate is not in session, the Governor shall make a temporary appointment until the next session of the Senate.

No member appointed to the Board shall be an employee or officer of the Federal or State government or, except as hereinafter provided, of any institution of higher education in the State of Illinois, nor shall he so serve in such other capacity during his term as a member of the Board. No member of the board of any state controlled institution of higher education shall be eligible for appointment to the Board until after 1967. Members of the Board may be reappointed except that a member may serve only two six year terms.

Members of the Board shall serve without compensation but shall be entitled to reimbursement for reasonable expenses necessarily incurred in the performance of their duties.

At the February meeting in each year, members of the Board shall elect, by secret ballot from their own number, a Chairman who shall preside over meetings of the Board. Regular meetings of the Board shall be held at least 9 times each year. Additional meetings shall be held on the call of the Chairman thereof, or upon call signed by any 6 members thereof, or upon call by the Governor. A majority of the members shall constitute a quorum.

Section 4. Powers and Duties

The Board shall have the following powers and duties:

To analyze the present and future aims, needs and requirements of higher education in the State of Illinois and, with the assistance of the institutions of higher education in the state, to formulate a continuing state-wide plan of development.

To consider, approve or disapprove, the plans of all state controlled institutions of higher education relative to the establishment of schools or departments in any field of instruction, research, or public service not theretofore included in the program of such institutions, and the establishment of additional programs, facilities and institutions, to be controlled and supported by the State. The determination of such Board in these matters shall be final.

To consider, revise and approve the budget requests of all state controlled institutions of higher education and to request from the General Assembly the total amounts, as determined by said Board, to be appropriated for such purposes; further, unless specifically directed otherwise by the General Assembly, to allocate the operating funds appropriated by the General Assembly in the same proportion as contained in the Board's recommendation thereto, and to allocate the capital funds in accordance with priorities which the Board shall determine. The budget requests shall be considered solely in such manner.

To cause to be made such audits, inventory, surveys, and evaluations of all state controlled and supported institutions of higher education as it believes necessary for the purpose of providing appropriate information to carry out the powers and duties of the Board.

To propose to the General Assembly such legislation as it deems necessary to insure high quality and effective higher education for the citizens of the State of Illinois.

To advise the Governor at his request regarding any area of, or matter concerning, higher education.

To submit a written report, on or before the first Monday in February of each legislative year, on its activities and recommendations made during the preceding biennium to the Governor and the members of the General Assembly.

To make rules, regulations and by-laws, not inconsistent with this Act, for its meetings, procedures and the execution of the powers and duties delegated to it by this Act.

Section 5. Relationship with the General Assembly.

All official relationships and communications between the General Assembly and its various committees and the state controlled institutions of higher education shall be carried on through the Board. No official or agent representing any state controlled institution of higher education shall appear before any committee of the General Assembly except upon invitation transmitted by or through this Board.

Section 6. Other powers not limited or restricted.

The Boards of state controlled institutions of higher education shall retain all the powers and duties heretofore given them by statute except insofar as they are limited by the powers and duties delegated to the Board by Section 4 of this Act.

Section 7. Staff

The Board may employ such professional technical, clerical or other assistants, without regard to the Personnel Code, and may rent or otherwise acquire such office facilities and space as it deems necessary to carry out its powers and duties.

Section 8. Appropriations.

The sum of \$320,000 or so much thereof as may be necessary, is appropriated to the Board for carrying out its powers and duties under this Act during the first biennium of its existence.

Section 9. Partial invalidity.

The provisions of this Act are separable, and an adjudication that one or more provisions are invalid shall not affect the validity of any other provision.

March 10, 1961

STATEMENT OF JOHN PAGE WHAM
ON CONTROL OF HIGHER EDUCATION

In the statement that follows are included certain points presented to the Illinois Commission of Higher Education May 13, 1960, before it made its recommendations concerning the control of higher education in Illinois. Also included are additional points made necessary by the Commission's recommendations as printed subsequently in its report and as embodied in House Bill 125.

First, let me say that the Board of Trustees of Southern Illinois University has appreciated the problems of the Illinois Commission of Higher Education regarding the control of state-supported higher education. It has been particularly pleased that the Commission called for the testimony and recommendations of such experts in the field as T. R. McConnell, Ernest Hollis, and M. M. Chambers, and that it gave the presidents of the universities and representatives of the Boards of Trustees opportunities to state their views.

Unfortunately, however, some members of the Commission and its staff felt that they had a mandate from the state legislature for a particular kind of extreme control. They have therefore largely ignored the testimony collected both from expert consultants and from representatives of the universities. Instead of considering the question, "What changes, if any, would benefit the University students and the other citizens of Illinois?", they have felt constrained by their presumed mandate to recommend a drastic, dangerous, and unnecessary change, without too much regard for the consequences. They have proposed a super-board divorced from reality and operating in an ethereal and omniscient manner as the agency to distribute state funds for higher education. The members of this super-board would have to be endowed with the wisdom of a Plato and the financial acumen of a Croesus to overcome their isolation both from the universities and from the state government.

Surely such a premature and unwarranted change is foreign to the intention of the legislature and to the desire of the many citizens who have a stake in the quality and the kind of offerings available through our state-supported universities. At least some members of the legislature who sponsored the request that the Commission examine the problem feel that the Commission has had more discretion in this matter than some of its members were willing to exercise. The recommendations which the Commission now has made show the results of acting under a presumed mandate rather than under a procedure of looking for the best solution. For example, no one has objectively and fully considered the question of how successful the present Boards of Trustees have been in carrying out their responsibilities. Furthermore, there has been an unexamined assumption that the existing voluntary cooperation among the state universities has been ineffective. The potential of voluntary coordination has also been ignored.

Speaking only for the Southern Illinois University Board of Trustees (but I believe that what I say applies equally to the University of Illinois and the Teachers College boards), I can report that the board members are completely aware of their responsibilities and have done their conscientious best to discharge them. It is always easy for those not close to a situation to impute motives, to assume dereliction of duties, and to wonder if there are not possibilities for self-aggrandizement where in fact none exist. But no evidence has been brought forward to show that any board members have been neglectful of their

responsibilities or insensitive to the public good. On the contrary, they have been completely unselfish in their devotion of time and energy to students, staff members, and citizens who call upon the University for the kind of assistance that only a first-rate institution of higher learning can provide - namely, the increase and dissemination of knowledge; the provision of highly trained personnel for industry, government, and the professions; and the necessary public services that no other agencies can or will provide. Furthermore, they have encouraged the voluntary cooperation of the universities in the Joint Council of Higher Education. They are fully aware that it is not a method of control which makes a university great, but a great faculty. A method of control which cuts off the faculty from contacts with the world can, however, make a university weak. Therefore, the members of our board have encouraged faculty participation in community, area, and state affairs - something the Commission's proposal would tend to discourage.

We have therefore sometimes wondered why our present governing boards are in some quarters regarded as having failed or as being on trial. They have only done what they are supposed to do - and what would have to be done under any other arrangement. The evidence presented to the Commission so far has not pointed to any marked changes which might be beneficial. In the circumstances, it would appear that continuing study is required before it can be concluded either that the present system of governing boards is a failure or that some drastically different system of controls would insure better results. To impose an arbitrary pattern before the need for particular changes becomes clear would at the very least be disruptive and in all likelihood would be destructive.

Since the question of the need for changing controls has never really been studied, let us review briefly the validity of some of the presumed reasons that have been given:

1. Presumed Duplication of Efforts. It is obvious that to a certain extent the universities of the State duplicate each other's offerings, but can it be proved that this duplication is bad or unnecessary? For example, each of the six state-supported institutions has had for many years a teacher training program. Is this good or bad? If the institutions were producing too many qualified teachers for the need of the state and the nation, obviously it would be bad. The facts, however, are just the reverse. In spite of the combined efforts of all the institutions, there are still both quantitative and qualitative deficits of teachers. All the studies made by educational experts indicate, that within a very few years all existing institutions will have more than they can do to handle the influx of students.

No study has as yet been reported by the Commission showing the extent to which the various institutions may be duplicating each other's services and the extent to which such duplication is unwise. To assume in the absence of such studies that the present boards of control have acted unwisely and that a central board of control could have done better seems strictly unwarranted.

The institutions themselves, however, have made many such studies and have used them as a basis for inter-institutional cooperation.

2. Competition. It is sometimes argued that the various institutions of the state engage in competition with each other and that this competition is

bad. This argument sounds strange to American ears, for in this country there has been a belief that monopoly or bureaucratic control hinders such desirable results as more efficient use of staff, time, facilities, and monies in the interest of producing a better product and better serving the public. Has it been demonstrated that under a central and remote system of controls competitive attitudes would in any way be reduced or that, if reduced, our system of higher education would be improved? A system of controls rigid enough to eliminate all competition would also eliminate the kind of energy, vision, and efficiency which the desire to excel produces. The fact is that while a number of states have tried the kind of rigid control recommended by the Commission, these states have not been noted for the quality of their universities.

It would appear that such competition as has existed among the Illinois Universities has not been bad either for them or for the people of the state. On the contrary, this competition has resulted in institutions of excellent quality and has provided first-rate educational services to the public at a per capita cost much less than that in most states of the Union.

The universities of Illinois provide high quality education at low cost. In the period 1955-58, forty-five states had a higher ratio of tax collections to personal incomes than did Illinois, and thirty-nine states had a higher ratio of expenditures for higher education to personal incomes than did Illinois. States like New Mexico, Utah, North Dakota, and Oklahoma devoted well over one per cent of their personal income to higher education, whereas Illinois devoted about one third of one per cent of its personal income to higher education. And yet Illinois has the University of Illinois, one of the world's great universities. It has Southern Illinois University, which has gained a nation-wide reputation for its regionally-based program. It has a teachers' college system regarded as second to none in the nation. Considering the quality of the universities and the relatively low expenditures of the state for higher education, our present governing boards cannot be doing too badly.

3. Presumed Lack of Coordination. It is sometimes stated that there is a lack of coordination in the educational activities of the state. But coordination in the abstract is one thing, coordination in practice another. At the present, the program of each of the state-supported institutions is closely related to its constituency. In other words, the people largely determine what the institutions do because the various boards of trustees are close to and responsive to the desires of the people. Coordination obtained by the device of a small group of persons necessarily isolated from the people and insensitive to what is going on at the grass-roots may meet certain abstract or mechanical criteria for coordination but would seriously damage the educational opportunities for the young people of the state. In effect, it would interpose a bureaucracy between the legislators and the people on the one hand and between the universities and the people on the other.

The Commission's proposal would provide for a super-board (a) insulated from the universities over which it would have power, (b) insulated from the people of Illinois, (c) insulated from the Governor and the legislature of the State. This Board would have crippling powers, but no responsibility. It would be in a position where it could be unresponsive to the desires of the people of the state and the judgments of the state government without anyone's being the wiser.

the same action now, and consider the case of a company in Germany that
has been operating for 100 years. It has a large number of shareholders,
and it is not possible to identify all of them. The company has a
large number of employees, and it is not possible to identify all of them.
The company has a large number of customers, and it is not possible to
identify all of them. The company has a large number of suppliers, and it is
not possible to identify all of them. The company has a large number of
partners, and it is not possible to identify all of them. The company has a
large number of investors, and it is not possible to identify all of them.
The company has a large number of stakeholders, and it is not possible to
identify all of them. The company has a large number of
stakeholders, and it is not possible to identify all of them.

4. Presumed Empire Building. It has been alleged but not proved that the present system of controls results in empire building. This is a mere figure of speech, which on examination turns out to give an entirely false picture of the situation. It is true as has just been said, that each school has developed a constituency that is sensitive to the needs of the public. It is also true that the boards of trustees and the presidents pass on to the General Assembly and the state administration a picture of the needs of these students and citizens. Everybody concedes that the needs for higher education are increasing day by day -- why then call it "empire building" to speak of them? We cannot see how a different system of controls would change these needs, would diminish the number of requests the people make on the state universities, or would make it less necessary for the General Assembly and the state administration to know what the people require. If the idea of a central board of control is that it would somehow be able to keep a part of the truth from reaching the legislators, thereby resulting in a merely fictitious reduction of need, we should not be doing either the Legislature or the people of Illinois a service.

Naturally, not everything is perfect in our state system of higher education. By reason of their past contacts with the citizens of the state and their intimate knowledge of the workings of the state-supported institutions, the present boards of trustees are well aware of deficiencies and difficulties. They therefore work constantly with the administrators and the staffs of the universities to bring about improvements of the system. Some people apparently think that these problems would disappear if the system were changed or that people with less direct knowledge and responsibility would be better able to handle them. This seems to us a pure illusion. What guarantee is there that remote control would not do more harm than good? Would the members of a super-board be able to take the time, show the objectivity and judgment, and be as free from central influence as the members of the present boards? How can we be sure that the good things already in existence would be preserved under bureaucratic and centralized control?

The system of control proposed by the Commission would actually insure that the super-board would lack any great experience or knowledge of higher education in the state. No member of any of the existing boards would be eligible for initial membership. At least five of the super-board's members would have no direct knowledge (even as alumni) of the six universities. Furthermore, the super-board would have no relationship to the state government, in that no elected state official would be even an ex-officio member. How an inexperienced board isolated both from the state government and the universities could make intelligent decisions involving both is not clear. Furthermore, under the Commission's proposal there would be no appeal from the power of this board, which would lack experience in dealing with complex matters and which would be divorced from the consequences of its actions. The super-board as proposed would have great authority, but not commensurate experience and responsibility, which are axiomatic to good administration. It would have to rely largely on the information and the judgment of a staff of bureaucrats removed from the institutions with whose problems they must deal and remote from accountability for their bureaucratic decisions.

The Commission's proposal for a super-board specifically provides that it shall have the power and the responsibility to recommend methods and means of financing higher education and to combine the budget requests of the various state universities into a single coordinated request based upon studies of enrollment,

staff salaries, building space, equipment, books, instructional programs, service programs, research programs, outside sources of income and other factors relevant to carrying out a satisfactory program of university education for the State of Illinois.

Would not this provision for sweeping powers divest the local boards of certain powers which are vitally needed to meet the educational responsibilities which have been given them? Furthermore, there is danger in this provision of a resort to formulas. The State of Iowa, pursuant to an Act of 1959 directing the Legislative Research Bureau to study the needs for public and private higher education in that state, released its report early this year. There is one section to which I should like to direct your attention. Mr. M. M. Chambers, Professor of Higher Education at the University of Michigan Center of Higher Education and one of the Commission's consultants, evaluated the findings of the study group with specific reference to one of the problems it undertook to examine. The report pointed out that the Regents of Iowa had been cited as using in the past certain arbitrary formulas for allocating funds. He notes that the report (and I am quoting from Mr. Chambers) "rightly calls for a little more precision but fails to mention at all the indisputable fact that a hastily constructed formula can result in great harm to the best and most essential activities of the universities unless the most painstaking account is taken of the necessarily enormous differences in cost among different types and levels of instruction and research under different conditions."

We have long been aware of the fact that in the initial stages of developing a program the plateau of costs may be higher than after the program is fully developed. Simply because it is higher does not of necessity mean that it should not be undertaken. Resort to a basic formula might discourage advances in the sciences in research and even in instruction. Mr. Chambers pointed out that research undertakings, including doctoral dissertations, can never be routine enterprises and reducible to formulas because by their nature and by definition they are new and risky enterprises, uncertain as to result and as to cost. He notes further that it is essential to conduct the more expensive programs as a means of holding the talents of professors who have developed high degrees of specialization in their fields of subject matter. This, he said, is especially true of a great university which has built its eminence over a period of a century or more. He notes that it would be possible to wreck the work of generations in short order by the use of formulas because it would cause the loss of leading professors, a cutting of funds for expensive specialized libraries, and other similar results, which would tend to reduce advanced graduate work to the level of mediocre mass operation.

In dwelling upon the subject of formulas, Mr. Chambers had this to say, "Even the best of formulas may after the most careful weighing of differences among types and levels of instruction necessarily requires constant revision, and no formula is of itself a sufficient base for a budget decision. In every case the application of judgment must precede decision, and there is great danger that this will be forgotten in the heat of a burst of enthusiasm for formulas."

If this super-board is established, its scope will be so broad that it will almost have to fall back on formulas.

The Commission's proposal as now drafted states:

"All official relationships and communications between the General Assembly and its various committees and the state controlled institutions of higher education shall be carried on through the proposed Board. No official or agent representing any state controlled institution of higher education shall appear before any committee of the General Assembly except upon invitation transmitted by or through this Board."

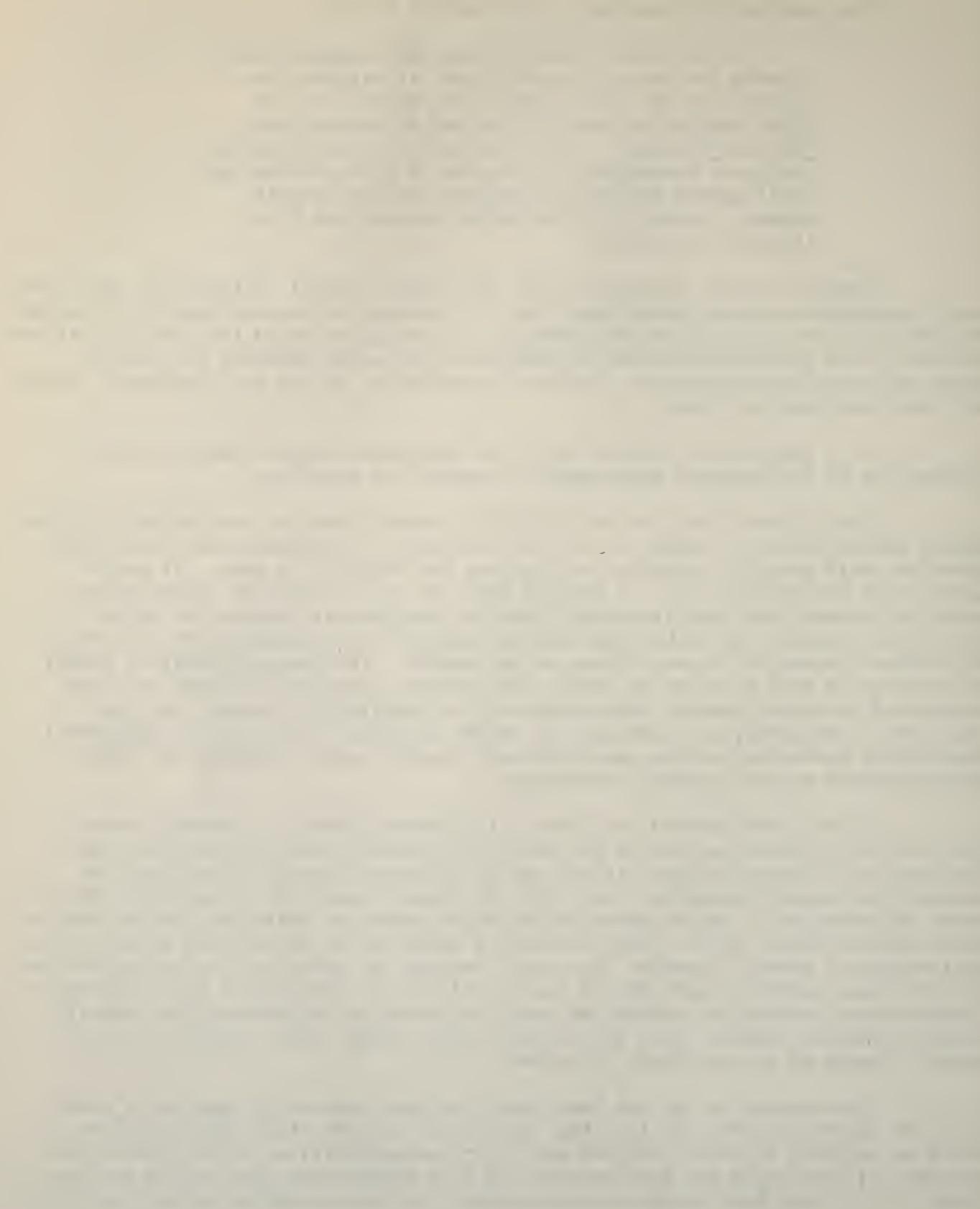
There is reason to believe that the rather unusual restraint on the freedom of operation normally associated with the legislative process might be a source of difficulty for the proposed super-board. It should be noted that the Legislature operates as an independent branch of government and would probably not wish to honor the principle of imposing permanent restrictions on its own freedom of action in fiscal and other matters.

As a practicing attorney, it is my considered opinion that the constitutionality of the proposed super-board is subject to question.

The Illinois Constitution of 1870 is rather clear on the subject of bills making appropriations of money out of the treasury. It requires that each appropriation shall specify the object and purpose for which it is made. It would appear that the present bill, if enacted into law, will force the coordinating board to pre-empt the constitutional rights of the General Assembly to decide where public monies are to be spent and the amount to be allocated for each activity without regard to its own wishes on the matter. The quasi-legislative agency proposed would also be asked to assume rule-making authority, a traditional and sacred and jealously guarded prerogative of the legislative branch. The super-board would constantly be vulnerable to second guessing on the part of individual legislative members whose toes may have been trodden upon, although with every good intention of the proposed super-board.

As has been pointed out, under its present system of governing boards, the State of Illinois has one of the nation's greatest state universities, one of its most noted regional universities, and an outstanding group of universities emphasizing teacher education. Just what is unhappy about this situation? Why is there any need for a kind of change which might reduce to mediocrity one or more of these institutions? Why is there need for a coordination which would result in the application of general formulas that might destroy the individuality and effectiveness of these institutions? Why is there need for a control which would interpose a bureaucracy between the people and their universities and between the General Assembly and the people? What is the proof that change, other than the kind of orderly change we already have, is needed?

In summary, it has not been shown (a) that anything is basically wrong with the present system, (b) that the Legislature and the state administration could be relieved of their problems and their responsibilities to the people by a change, (c) that money has been wasted, (d) that unnecessary duplication has taken place, or (e) that board members or presidents have been building private empires.



We believe that the healthy growth of the movement toward junior colleges, the flourishing condition of the state universities, and the evident desire of the universities to provide needed services to their constituents as rapidly as the state can make funds available is all to the good. Since we have a good system of controls, why should we not keep it? Why should we run the risk of destroying the good things we have?



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

March 15, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

INTERRUPTION OF ELECTRICAL SERVICE

In order to install service lines for the Chautauqua Street area it will be necessary to interrupt electrical service on Monday, March 20, from 8:00 a.m. until 12:00 midnight for the following portions of the campus:

All Barracks on South Thompson

Morris Library

Life Science Building

Greenhouses

Animal Buildings

Chautauqua Street Housing Project

Barracks T-40, T-41, and T-42 on old
Chautauqua Street

There will also be an interruption of electrical service on Friday, March 24, from 8:00 a.m. through 5:00 p.m. in the barracks and temporary buildings on the south side of Harwood Avenue.

John S. Rendleman
Acting Executive Director
of Business Affairs



Southern Illinois University
Carbondale, Illinois

Office of the Vice President
for Operations

March 27, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

You are cordially invited to visit our new Operations
Administrative Building this Friday, March 31, during our Open
House which will be held from 3:00 to 5:00 p.m. Our personnel
will be on hand to escort you through the building.

John E. Grinnell
John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY FOUNDATION

Office of the Executive Director

April 3, 1961

S P E C I A L B U L L E T I N I O T H E U N I V E R S I T Y F A C U L T Y

CONTRIBUTIONS TO FUND
IN MEMORY OF PROFESSOR DOUGLAS LAWSON

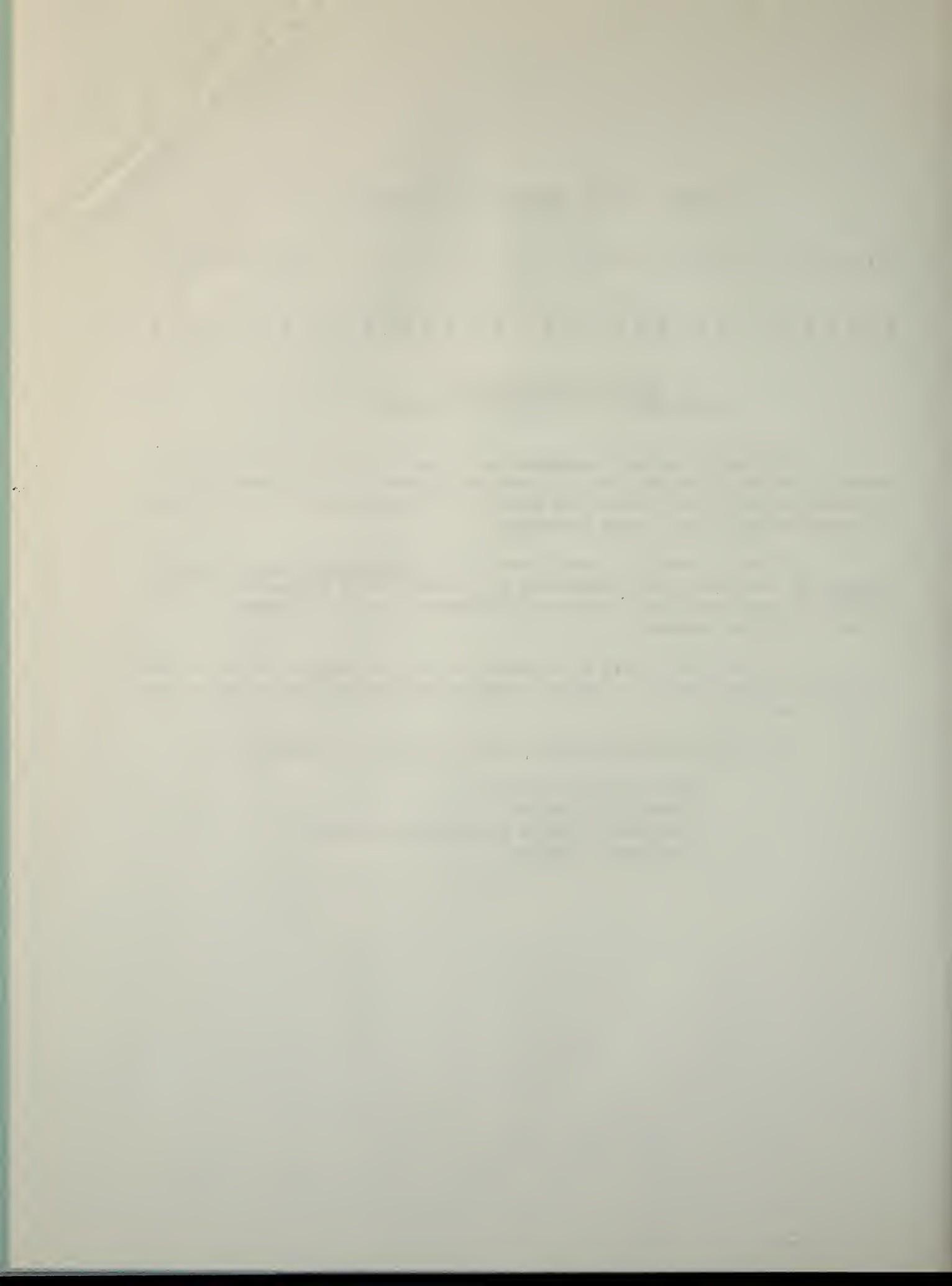
In response to many telephone calls and inquiries concerning the manner in which volunteer contributions may be made to a scholarship fund in memory of Professor Lawson, the Southern Illinois University Foundation is recommending the following procedure.

All checks should be made payable to "Southern Illinois University Foundation" and should be accompanied by a brief letter earmarking contributions for the Foundation Scholarship Endowment Fund -- In Memory of Professor Douglas Lawson.

All contributors are also requested to list their name and address in order that the Foundation may officially acknowledge their contributions to the above fund.

All checks and accompanying letters should be mailed to:

Mr. Kenneth R. Miller
Executive Director
Southern Illinois University Foundation
Carbondale Campus



Southern Illinois University
Carbondale, Illinois

Office of the Vice President
for Operations

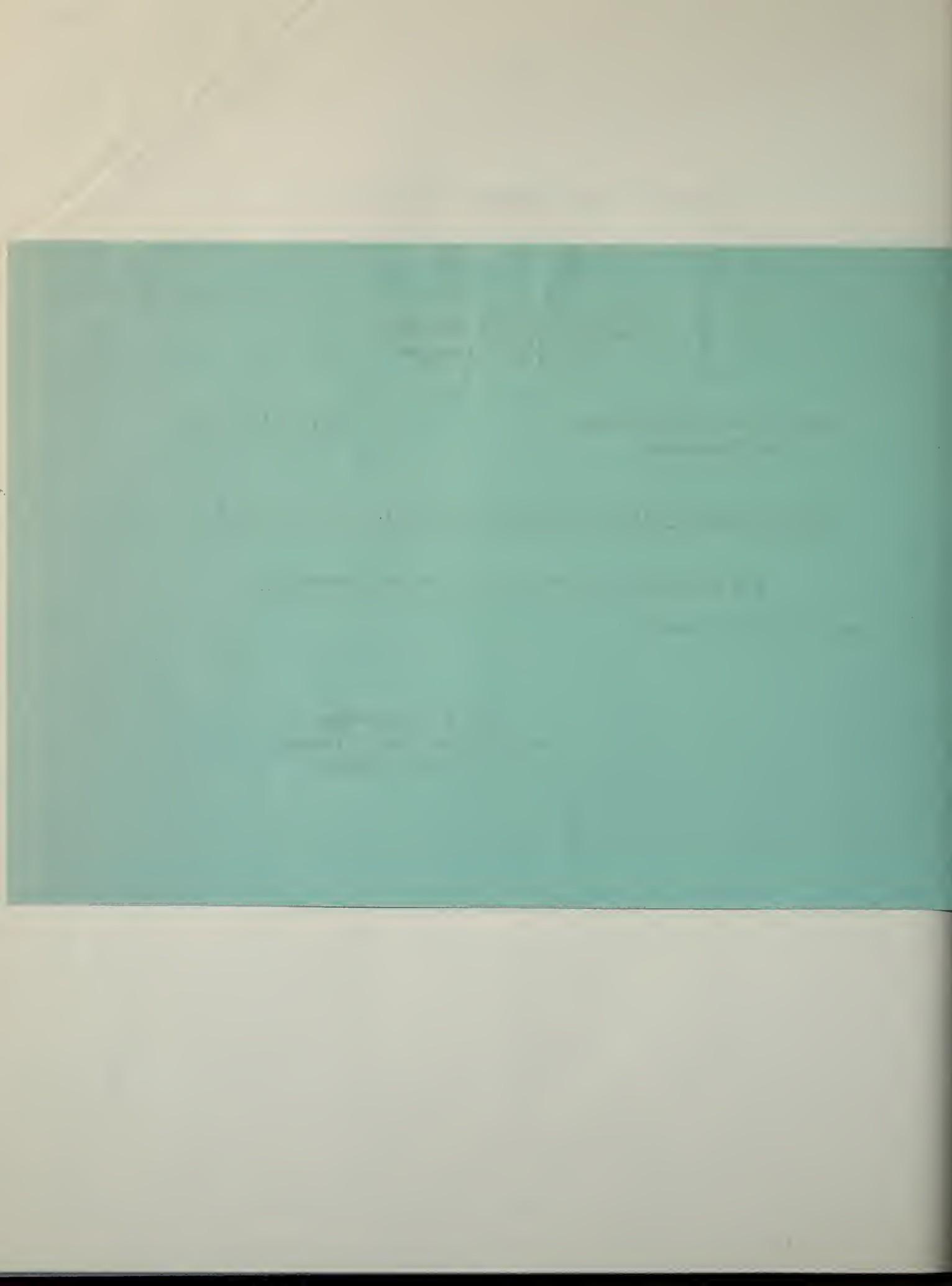
April 11, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

For your information, Main 205 is now available for
use as a faculty lounge.

John S. Rendleman
Acting Executive Director
of Business Affairs

of Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

April 14, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

Weather permitting, work on the new parking lot between the University Center and McAndrew Stadium will be started on Monday, April 17. It is contemplated that work on this project will require approximately sixty days.

During this period faculty and staff are asked to use the parking lot south of the University Center to its full capacity. When this lot is filled, you are requested to use other lots on the campus.

John S. Rendleman
Acting Executive Director
of Business Affairs



Special Bulletin To Faculty

April 17, 1961

Dear Colleague:

The S.I.U. Civil War Centennial Committee has given the History department the responsibility of arranging the first event of the four years of commemoration. This will be a two-day conference with the general title "A Reappraisal of the Civil War." We have been so fortunate as to obtain three distinguished experts in the field.

On Monday night April 24 at 8:00, in Muckleroy Auditorium, Professor Bell I. Wiley will give a short paper on "Why the Confederacy Lost the War," Professor Richard N. Current will deal with "The Beginning and the End," and Professor Allan Nevins will speak on "Some Neglected Aspects of Civil War History." After the session members of the audience will have an opportunity to meet the speakers in the Agriculture Seminar Room.

The second session, also in Muckleroy Auditorium, will begin at 3:15 on Tuesday afternoon, April 25. It will be a panel discussion of the general topic in which the experts can question each other and all three can be questioned by the audience. The ring-master for this session will be Mr. Clyde Walton, the Secretary of the Illinois State Historical Society and the founder of the journal, Civil War History.

We have had ticket requests from as far away as Chicago. We cannot guarantee tickets to all who ask for them, but if you will let me know your needs quickly I will try to supply you. Please state the number of tickets wanted and for which session. At this writing it appears that more seats will be available for the Tuesday afternoon meeting.

Sincerely,



George W. Adams
Professor and Chairman
Department of History

Mr. E. M. C. W.
W. H. & Co.
Montgomery
County, Pa.

Special Faculty Bulletins

May 2, 1961

To Members of the University Faculty on the Carbondale Campus:

President Morris has requested the ad hoc Committee on Handling General Degree Requirements to provide opportunities for faculty discussion of its proposals. Here is a list of times and places for such faculty discussions at Carbondale concerning our report of last November on Handling General Degree Requirements:

Monday, May 8 4:00 Furr Auditorium

Tuesday, May 9 4:00 Browne Auditorium

The first meeting will be devoted to certain specific questions which have been raised by faculty members. It is hoped to have a number of "resource" people at each meeting to provide technical information as required. Among the questions which will be taken up are:

To what extent should students be able to substitute proficiency examinations for required courses?

To what extent would the proposed general studies program affect students transferring to and from Southern Illinois University?

What effect would the proposed program have on intending graduate students or others intending to enter professional fields?

What effect would the proposed program have on the University's accreditation?

Are the Committee's recommended requirements in mathematics, foreign languages, physical education, and health and personal development sound?

Would it be possible for the University to assist in the development of new courses by printing textbooks and laboratory manuals?

The second meeting will consist simply of an open forum at which general comments will be invited. Since our committee has been requested to revise its report, we hope that a great many specific suggestions for revision will result from these meetings. What the Committee now needs most is concrete and positive suggestions as to what can be done to improve procedures for handling general degree requirements. May we therefore urge those who wish to exert an influence on the proposed program carefully to reread our November "Report of the Committee on Handling General Degree Requirements" and to come to our meetings with specific suggestions for changes in it?

Committee on Handling General
Degree Requirements

E. C. Coleman
S. D. Lovell
Charles D. Tenney, Chairman

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

May 2, 1961

SPECIAL BULLETIN TO THE FACULTY

AIR FORCE R. O. T. C. AWARDS AND HONORS DAY CEREMONY

Tuesday morning, May 16, at 10:00 a.m., the Air Force Reserve Officers Training Corps Awards Ceremony will be held at a special review and parade ceremony in McAndrew Stadium. In the event of rain the ceremony will be conducted in Shryock Auditorium at the same time.

This is always a noteworthy as well as an enjoyable program to which all members of the faculty are especially invited. The program features the announcement of distinguished cadets, the presentation of special awards, medals, trophies and the Civic Unit Citation.

John E. Grinnell
John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

May 10, 1961

SPECIAL BULLETIN TO THE FACULTY

HONORS DAY CONVOCATION

The annual Scholastic Honors Day Convocation will be held at 10:00 a.m. Thursday, May 18, 1961, in McAndrew Stadium. In case of rain it will be held in Shryock Auditorium. All faculty and students are invited to attend this Convocation.

The Student Council and the Convocations Committee have planned this program to recognize those students who have earned special academic awards, grants, prizes, and scholarships as well as those students who have high academic averages.

The Honors Day address will be given by Professor E. Claude Coleman, Director of the Plan "A" Curriculum. The address will be entitled, "Scholasticism: Old and New."

Department chairmen have been requested to designate two or more representatives to appear in academic dress and to participate in the procession. (Other faculty members are welcome to participate.) The procession will form at 9:50 a.m. at the north end of the Stadium. In case of rain it will form in the cross halls of Old Main.

Students participating in the convocation program may ask to be excused from 9:00 a.m. classes in order to attend the reception which will be a coffee hour from 8:30 to 9:45 a.m. in the Home Economics Family Living Laboratory.

The 11:00 a.m. classes will be dismissed on May 18 so that faculty members and students may attend the Honors Day Convocation.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President
for Operations

May 10, 1961

SPECIAL BULLETIN TO THE FACULTY

ART EXHIBITION FORMAL OPENING

The Mr. and Mrs. John Russell Mitchell Gallery of Art in the Home Economics Building is having its formal opening Sunday, May 14, with a reception and tea from 4:30 to 6:30 p.m. An exhibition of paintings from the Mr. and Mrs. Mitchell collection will be on view.

The faculty and their friends are cordially invited to attend this important event. We feel sure that this will be an enjoyable occasion for you.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the
Business Manager

May 12, 1961

SPECIAL BULLETIN TO ALL DEPARTMENTAL FISCAL OFFICERS

REQUISITION DEADLINE

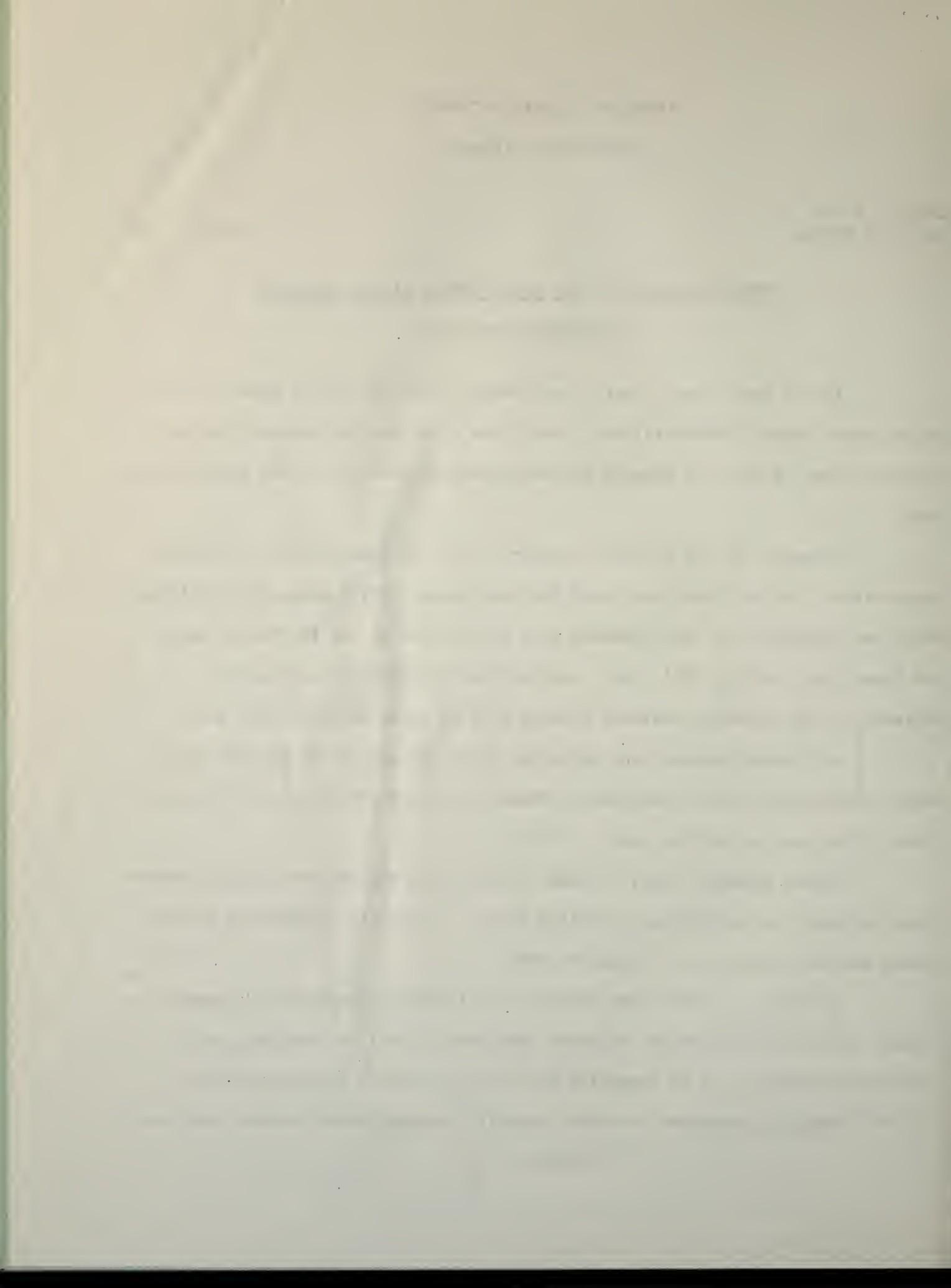
As you are no doubt aware, our present biennium ends on June 30, 1961. All Purchase Orders, Contracts, etc., which are to be charged against the State Appropriations of the 71st General Assembly, must be dated not later than June 30, 1961.

In order for the Purchasing Agent to have sufficient time to process requisitions, collect bids, and issue Purchase Orders, all Purchase Requisitions which are chargeable to this biennium must be received by the Purchasing Agent not later than June 15, 1961. Only requisitions for definite emergencies approved by the Assistant Business Manager will be accepted after that date.

All Stores Requisitions which are to be charged to the present departmental allocations must be received by General Stores Service not later than the close of business on Monday, June 26, 1961.

Please remember that, in order to effect an expenditure against present biennium State Appropriations, including Travel, a specific encumbrance must be placed and be in effect as of June 30, 1961.

In order to provide the maximum use of State Appropriations, encumbrances resulting from Blanket Purchase Requisitions will be reviewed, and balances not needed will be cancelled as of June 27, 1961, leaving provision only for emergency purchases for which specific Purchase Order numbers have been



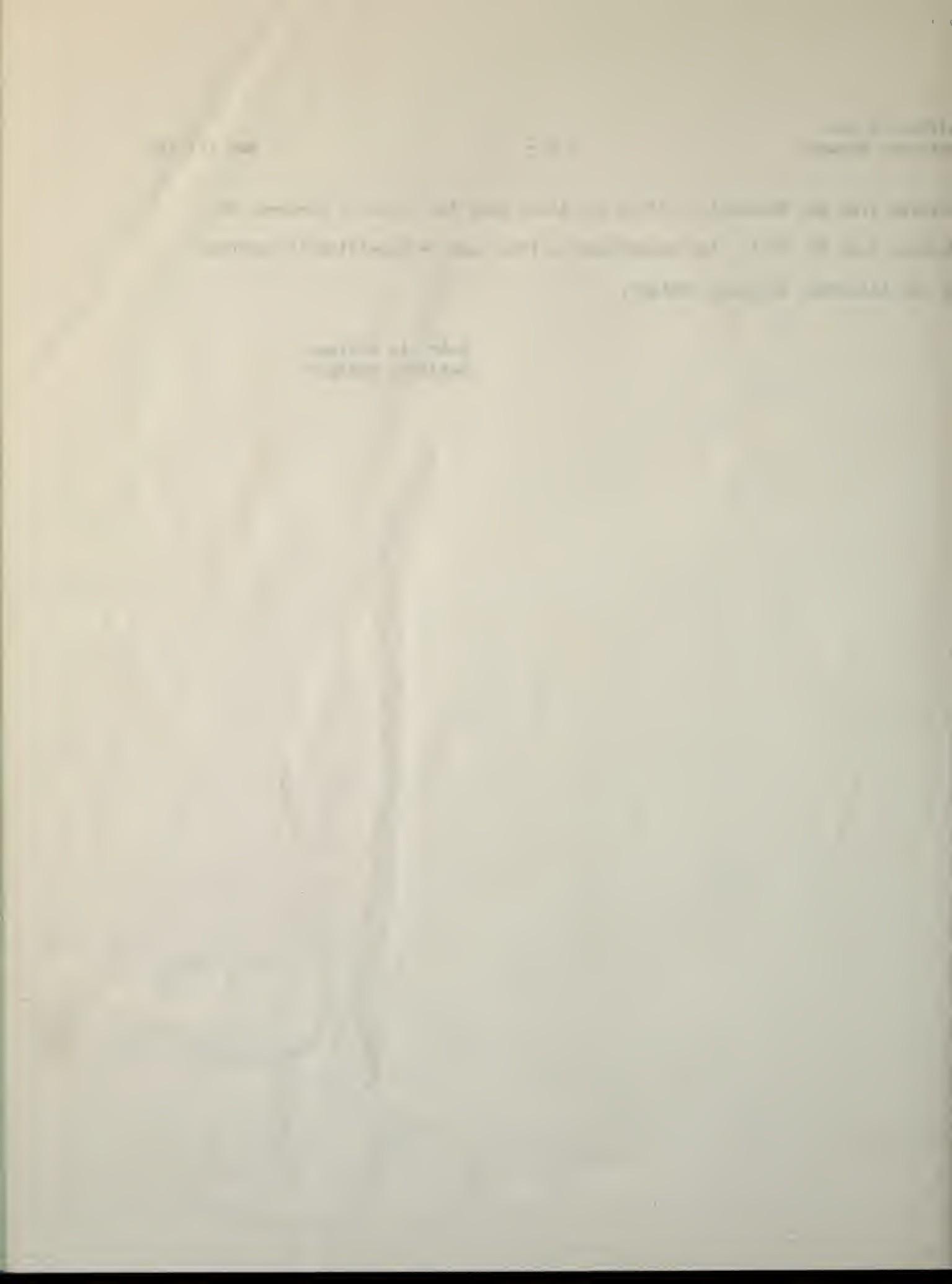
Office of the
Business Manager

- 2 -

May 12, 1961

secured from the Purchasing Office not later than the close of business on
Monday, June 26, 1961. Any exceptions to this must be specifically approved
by the Assistant Business Manager.

Robt. L. Gallegly
Business Manager



SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Vice President

May 16, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

FINAL EXAMINATION SCHEDULE FOR SPRING, 1960-61

Examination Schedule for Day-Time Classes

Wednesday, June 7

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Chemistry 113 and 101	11:30
10 o'clock classes (except Humanities 301, Science 301, and Social Studies 301 which will meet at 4 p.m.)	1:50

Thursday, June 8

1 o'clock classes	7:50
Psychology 201 and Applied Science 262	11:30
3 o'clock classes	1:50

Friday, June 9

12 o'clock classes	7:50
Air Science 110 and all Women's P.E. 200 level courses	11:30
Speech 101 and Men's P.E. 254	12:50
4 o'clock classes	2:00

Saturday, June 10

8 o'clock 3-hour classes which meet one of the class sessions on Saturday	7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday	10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday	1:00
Classes which meet only on Saturday morning. Examinations will start at same time as the class sessions ordinarily start	

Monday, June 12

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
English 102 and 103	11:30
2 o'clock classes	1:50



Tuesday, June 13

11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Mathematics <u>day-time sections</u> of 106A, 106C, 107A, 107B, 111, 112, 113, 253	11:30
Make-up examination period for students whose petitions have been approved by their academic deans	2:00

Examination Schedule for Evening Classes

Wednesday, June 7

Five-hour classes which meet during the second period (7:35 - 9:00 p.m.) on Monday, Wednesday, and Thursday	6:00
Four-, three-, two-, and one-hour classes which meet during the second period (7:35 - 9:00 or 9:15 p.m.) on Monday and/or Wednesday	6:00
Classes which meet only on Wednesday night. Examinations will start at the same time as the class sessions ordinarily start.	

Thursday, June 8

Five-hour classes which meet during the first period (6:00 - 7:25 p.m.) on Monday, Wednesday, and Thursday	6:00
Four-, three-, two-, and one-hour classes which meet during the first period (5:45 or 6:00 - 7:25 p.m.) on Tuesday and/or Thursday	6:00
Classes which meet only on Thursday night. Examinations will start at the same time as the class sessions ordinarily start.	

Monday, June 12

Four-, three-, two-, and one-hour classes which meet during the first period (5:45 or 6:00 - 7:25 p.m.) on Monday and/or Wednesday	6:00
Classes which meet only on Monday night. Examinations will start at the same time as the class sessions ordinarily start.	

Tuesday, June 13

Four-, three-, two-, and one-hour classes which meet during the second period (7:35 - 9:00 or 9:15 p.m.) on Tuesdays and/or Thursdays . . .	6:00
Classes which meet only on Tuesday night. Examinations will start at the same time as the class sessions ordinarily start.	

General Examination Information

Examinations for three-, four-, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. For example, an 8 o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Wednesday, June 7. An 8 o'clock class carrying two hours of credit will have its examination from 10:00 to 11:00 a.m.



General Examination Information (Continued)

A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in the preceding paragraph, a "W", followed by the tentative grade with "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

June 26, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

NEW UNIVERSITY COUNCIL

One of our pressing problems has been that of properly considering and clearing questions of policy and procedure affecting all campuses of the University. The present University Council was designed quite a few years ago with the Carbondale campus in mind and is set up in terms of Carbondale representation only. The Committee on the Study and Recommendation of University Procedures has therefore proposed that the Statutes be amended to replace the old University Council with a University Council containing representation from all campuses. Accordingly, the Board of Trustees at its last meeting was asked to approve such a Council and did so.

Since it will take some time for the By-Laws and Statutes to be reprinted, we list herewith the amended statement concerning the University Council which is to replace Part III, Article III, Section 4, C of the Statutes:

C. The University Council

1. Organization

a. Personnel.

The University Council shall be composed of:

- (1) The President.
- (2) The Vice President for Planning and Review, the Chief Executive Assistant for the Carbondale Campus, the Chief Executive Assistant for the Edwardsville Campus, and the Director of Area Services.
- (3) A member of the Faculty Council, Carbondale Campus, elected by that Council for a one year term.
- (4) A member of the Faculty Council, Edwardsville Campus, elected by that Council for a one year term.
- (5) A member of the Graduate Council elected by that Council for a one year term.
- (6) One member of the faculty, elected for a one year term by the faculty at large of the Edwardsville Campus.
- (7) One member of the faculty, elected for a one year term by the faculty at large of the Carbondale Campus.

b. Meetings.

Meetings of the University Council shall be held at least once every month during the academic year, but no regular meetings shall be held during vacations and final examinations.

c. Officers.

- (1) The President or a member of the University Council designated by him shall act as Chairman.

- (2) An Executive Secretary of the Council shall be appointed or reappointed annually by the President after consultation with the members of the Council.

2. Functions

- a. The University Council shall consider and advise the President on any matter brought before it by the President, by the Council itself, a member of the Council, or by representatives of the staff or students.
- b. The University Council shall be the agency to which all councils of administration shall report all actions and recommendations.
- c. The University Council shall resolve all conflicting recommendations received from other councils and agencies in order to present a single recommendation or set of recommendations to the President.
- d. The President may either accept the recommendations of the University Council or present to the Council, orally or in writing, his reactions to the recommendations.

It should be pointed out that the Procedures Committee is still working on the problem of other statutory councils, including faculty councils, and that the above represents simply the first step in revising the council structure of the University. This first step, however, should enable us to handle a number of accumulated problems.

We have asked Mr. Elbert Fulkerson, Secretary of the University Faculty, to conduct elections for the representatives of the various bodies represented on the new Council. He will instruct the various groups concerned as to the proper procedure for nominating and electing these representatives. He has asked us to call to the attention of the faculty the fact that a number of persons have been recently elected to the existing University Council, which is now to be disbanded, and has suggested that the present membership be considered as nominees for the faculty-at-large position on the Carbondale campus. We have requested him not only to conduct the balloting, but to obtain the opinion of the University Faculty members at Carbondale on this method of obtaining nominees.

REPORT ON THE HANDLING OF GENERAL DEGREE REQUIREMENTS

Mr. Elbert Fulkerson, Secretary of the University Faculty, who received the faculty secret ballots on the revised proposal (June) concerning the handling of general degree requirements, has had the faculty canvassing committee count the ballots and has reported the official results. In spite of the fact that the report had to be distributed quite late in the year, there was a larger than usual response from the voting members of the University Faculty.

The report was approved in accordance with the stipulations of the ballot by a vote of 212 for to 130 against. We have, therefore, requested Mr. Fulkerson to initiate the nominating procedure for faculty members on the committee which is to review and approve courses.

After eight years of intensive study of a great variety of plans, it is gratifying to see a means approved for proceeding with the revitalization of our general degree requirements. When the committee is named, it will need every form of assistance possible from all members of the faculty concerned with the general education of the student if it is to function effectively.

Delyte W. Morris
President

11. In general, the results show that the mean performance of the two conditions with extra processing was similar when compared to the control condition. However, the results also show that the condition with extra processing was better than the control condition when the subjects were asked to make a decision based on the information presented.

David C. Johnson
1988

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SOUTHERN ILLINOIS UNIVERSITY

Office of the President

May 24, 1961

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

UNIVERSITY DATA PROCESSING AND COMPUTING OPERATIONS

(Supplement to Bulletin of February 8, 1960)

Effective this date, all electronic data processing and electronic computing operations formerly performed by the Statistical Services Center on each major campus and the Computing Center on the Carbondale Campus will be integrated into one organization for services to all campuses.

This organization, to be known as the "University Data Processing and Computing Center," will be administratively consolidated but functionally differentiated according to the type of service rendered. This change is made to provide a larger scope of services, a greater depth of services, and a more comprehensive geographical extension of services.

Delyte W. Morris
President

中華書局影印

Mr
Southern Illinois University
Carbondale, Illinois

Office of the Vice President
for Operations

May 29, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

At the request of many members of the faculty and staff, arrangements have been made for a bus to go to East St. Louis, Illinois, on Friday, June 2, for Parts I, II, and III of the Seminar, E.P.E.C. (Environmental Planning, Edwardsville Campus). The bus will depart from the President's Office at 9:30 a.m.

If you plan to attend, please sign your name below and return this letter to the Office of the Vice President for Operations. A charge of \$1.00 per person will be made for the round trip, to defray cost of transportation, payable at departure.

John E. Grinnell
Vice President for
Operations



Southern Illinois University

Carbondale, Illinois

Office of the Vice President
for Operations

June 16, 1961

SPECIAL BULLETIN TO FACULTY AND STAFF

Because Summer Session classes begin at 7:30 a.m., it is requested that all administrative and departmental offices of the University be open from 7:30 a.m. until 4:30 p.m. Monday through Friday. Saturday hours may remain as 8:30 a.m. until 12 noon.

Summer hours will be observed from June 19 to September 12, 1961.

John E. Grinnell
Vice President for
Operations

Lettre con

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Director of the Summer Session

June 17, 1961

SPECIAL BULLETIN TO THE FACULTY

SUMMER COKE HOUR

Date: Wednesday, June 21, 1961

Time: 9:30 to 11:00 a.m.

Place: West Lawn of the President's Home

As a greeting to the summer students and faculty, President and Mrs. Morris are having a "Coke Hour" on the lawn of their home on Wednesday morning from 9:30 to 11:00 a.m. It is suggested that faculty members who will be conducting classes during these periods might give the students a "break" and bring them over for a cold drink.

Please note that the Weekly Calendar of Special Events and Meetings indicates that this Coke Hour will be held on Tuesday. I shall appreciate it if you will inform your students of this error.

Raymond H. Dey
Director of the Summer Session

337-50

A faint, sketchy illustration of a spiral object, possibly a spring or a coil, with a small horizontal bar at the bottom.

Southern Illinois University
Carbondale, Illinois

Office of the Vice President
for Operations

June 26, 1961

SPECIAL BULLETIN TO THE UNIVERSITY FACULTY

FACULTY MEETING

A meeting of the University Faculty of the Carbondale Campuses will be held Thursday afternoon, June 29, 1961, at 4:00 in Browne Auditorium. Mr. Fulkerson, Secretary of the University Faculty, reports that in the balloting the General Studies Report was accepted by the faculty. It is necessary, therefore, that we proceed to nominate a panel of nine faculty members. From this panel, according to the Report, the President will appoint three to the permanent Committee on General Studies. The meeting will be brief.

This notice does not apply to faculty here only for the Summer Session.

The Southwestern Campus will also take prompt action.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

June 26, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

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10 JUNE 1968

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INTERVIEW WITH A VETERAN

Q. What do you think about the new and improved situation in your unit? Do you feel that the new commandant has done a good job? Do you feel that he has been successful in his efforts to improve the morale of the men in your unit?

A. I think that the new commandant has done a good job. He has been successful in his efforts to improve the morale of the men in my unit.

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THE INFLUENCE OF ALCOHOL DRINKING ON CARDIOVASCULAR RISK
IN PATIENTS WITH CHRONIC DISEASES AND IN PATIENTS WITH NO
CHRONIC DISEASES

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However, the results of our study show that patients with chronic diseases who drink alcohol have a higher risk of death than non-drinkers. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol.

It is also interesting to note that the risk of death in patients with chronic diseases is higher in patients with no alcohol intake than in patients with alcohol intake. This suggests that patients with no alcohol intake have a lower risk of death than patients with alcohol intake.

These findings suggest that patients with chronic diseases who drink alcohol have a higher risk of death than non-drinkers. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol. This may be due to the fact that patients with chronic diseases have a higher risk of death even if they do not drink alcohol.

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Delyte W. Morris
President

of the world. It is the task of every man to work hard and
to do his best to help others and to encourage others to use of good ideas
and good living. It is the task of every man to work hard and help others to
use of good ideas and to encourage others to use of good ideas to work
towards the betterment of all the people who live in this world.

John W. Smith,
Chairman

*Extension
Division*

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Director of the Summer Session

June 27, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

I would like to remind you of the Summer Education Conference which will be held at the University School Gym from 9:00 A.M. to 11:30 A.M. on June 23 and 29. This year's theme is "Integration of Instructional Materials." You may wish to announce this to your classes.

The annual Educational Materials Exhibit will open today. The Exhibit, at the University School Gym, will also be open on Wednesday and Thursday until 3:00 P.M.

The Exhibitors-Faculty Picnic will be at the north end of the Campus Lake at 6:00 P.M. on Wednesday, June 28. Tickets are available at the Exhibit desk or the Extension Division Office. The price is \$2.00.

Raymond H. Dey
Director of the Summer Session

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

June 29, 1961

S P E C I A L B U L L E T I N I O T H E U N I V E R S I T Y F A C U L T Y

An educational program on the basic principles of data processing for members of our faculty and staff will be held in the University Center in Carbondale from July 10 through July 21.

The purpose of this program is to present to our people the basic concepts of data processing as applied to various departments of the University, and it is not intended to create skilled technicians, but to allow those in attendance to better apply new techniques to their departmental operations. The presentation will be made by professionals in cooperation with certain representatives of the University.

Enrollment will be limited to about 20 people, and application in the form of a letter from the proper department head should be forwarded to Dean Isbell, Coordinator of Systems and Procedures, Carbondale, Illinois, to arrive not later than July 6th. Selected individuals will be notified by return mail. Classes are scheduled from 9:00 a.m. until 4:30 p.m. each day, with the exception of Saturday and Sunday. University Housing will be available on July 9 through the end of the session for participants from the Southwestern Campus.

Delyte W. Morris
Delyte W. Morris
President

COURSE OUTLINE

Machine Accounting and Data Processing School - Southern Illinois University
July 10 through July 21, 1961.

Date

July 10	AM	University Objectives and Plans
	PM	History IBM, Punch Card and Codes
July 11	AM	IBM Accounting
	PM	IBM Accounting
July 12	AM	Basic Machine Operations
	PM	Basic Machine Operations
July 13	AM	Basic Machine Operations
	PM	Statistical Service and Demonstration
July 14	AM	Introduction to Data Processing & Programming
	PM	Introduction to Data Processing & Programming
July 17	AM	Computing Center - Service & Machine Demonstration
	PM	1401 School
July 18	AM	1401 School
	PM	1401 School
July 19	AM	1401 School
	PM	1401 School
July 20	AM	1401 School - Tape/RAMAC & <u>1412</u> 1401 at SIU, applications and replacement
	PM	
July 21	AM	Large Scale IBM Systems & RAMAC (Random Access)
	PM	Large Scale IBM Systems & RAMAC (Random Access)

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

July 11, 1960

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

INTERNATIONAL TEACHER DEVELOPMENT PROGRAM

Southern Illinois University has again been selected by the United States Office of Education as one of the eleven colleges and universities to participate in the 1960-61 International Teacher Development Program. This program, a part of the International Educational Exchange Program of the Department of State of the United States, provides opportunities for qualified foreign educators, including school teachers, administrators and supervisors, and officials of Ministries of Education, to gain a knowledge of United States educational methods and systems. This year some 552 participants are expected from 70 countries. Southern will be host to 24 of these educators from 15 different countries for the period September 17 to December 17.

Mrs. Alberta Humble has been named local coordinator of the program and, with the coordinators of the other universities, has been briefed in Washington on what the government would like accomplished. The particular interests of the educators who will be here include agriculture, business, home economics, secondary education, instructional materials, guidance, administration and supervision, and trade and industrial training. Since the broad purpose of the program is to promote understanding between the United States and other countries of the world, the teachers will not only attend special seminars and audit classes but will be involved in a wide variety of extracurricular campus and community activities. Members of the University staff are urged to cooperate with Mrs. Humble in making this total program varied, flexible, and an even greater success than last year's.

One of the most important aspects of the program is housing the visiting educators with private families in order for them to learn something of American family life. The educational and personal data available on the visitors, who have been carefully screened by their Ministries of Education, the American Embassies and the Department of State, indicates that those who open their homes for three months in the fall will benefit at least equally with their guests. These eighteen men and six women will be able to pay an appropriate room rental--\$32.00 to \$35.00 per month will be within their allowance from federal funds. Linens and study lamps would need to be furnished. If you will be able to house one or two of these educators in your home will you please contact Mrs. Anita B. Kuo, Supervisor of Off-Campus Housing, phone 7-7150 or 7-4280.

The lounge for the visiting teachers, and the coordinator's office will be in Barracks K. Anyone wishing to volunteer service or to get further information should call Mrs. Alberta Humble, University Extension 605 or 319.

John E. Grinnell
Vice President for Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

July 14, 1961

SPECIAL BULLETIN TO THE FACULTY

FINAL EXAMINATION SCHEDULE FOR SUMMER, 1961

(Please announce the time of examination in your class.)

Wednesday, August 9

7:30 classes (3, 4, 5 credit hour classes)	7:30 - 9:30
7:30 classes (1, 2 credit hour classes).	9:40 - 10:40
10:20 classes (3, 4, 5 credit hour classes).	10:50 - 12:50
10:20 classes (1, 2 credit hour classes)	1:00 - 2:00
1:10 classes (3, 4, 5 credit hour classes)	2:10 - 4:10
1:10 classes (1, 2 credit hour classes).	4:20 - 5:20

Thursday, August 10

8:55 classes (3, 4, 5 credit hour classes)	7:30 - 9:30
8:55 classes (1, 2 credit hour classes).	9:40 - 10:40
11:45 classes (3, 4, 5 credit hour classes).	10:50 - 12:50
11:45 classes (1, 2 credit hour classes)	1:00 - 2:00
2:35 classes (3, 4, 5 credit hour classes)	2:10 - 4:10
2:35 classes (1, 2 credit hour classes).	4:20 - 5:20

In case more than one class meets in a room at a given period, the one meeting three or more days a week should have priority on the room for the final examination. Any instructor without a room for a particular class should check with the Enrollment Center in the Registrar's Office for assignment.

A student who must miss the final examination when scheduled may not take an examination before the one scheduled for the class. In this case, "W" followed by the tentative grade with an "8" indicating the number of weeks attended, should be recorded by the instructor. The final examination may be given at a later date within one year.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

July 14, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

INTERRUPTION OF ELECTRICAL SERVICE

The Central Illinois Public Service Company has requested an interruption of electrical services which will affect the entire campus on Sunday morning, July 16, from 4:00 a.m. until 7:00 a.m. In the event of rain at this time, the shut-off will be changed to Monday morning, July 17, from 2:00 a.m. until 5:00 a.m.

John S. Rendleman
Acting Executive Director
of Business Affairs

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

July 22, 1961

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

ACTION ON SALARIES

At a special meeting of the Board of Trustees on July 20, a salary policy for 1961-62 was discussed. The results of the discussion are reported in the attached copy of a news release issued by the Information Service.

In the circumstances, the preparation of payrolls for the month of July has been delayed and many complications have resulted. The patience of everyone concerned in dealing with these complications is much appreciated.

Delyte W. Morris - 1961
President

FROM Bill Lyons
SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois
Phone: Glenview 7 - 6880

7 - 21 - 61

Release: IMMEDIATE

CARBONDALE, ILL., July -- Southern Illinois University has decided to give first priority to faculty and staff salary increases in budgeting the \$42.2 million appropriated by the legislature for the 1961-63 biennium.

The board of trustees declared Thursday (July 20) that none of the \$1,362,000 slashed from the University's operating appropriations in the closing days of the General Assembly session last month should come from proposed salary adjustments by reducing them a second time. The original request to the budgetary commission provided larger increases than were possible under the governor's recommended budget.

The board voted to allocate \$632,000 for salary increases and upgrading of faculty and staff positions for the current fiscal year out of a total appropriation of \$31,256,580 for personal services during the next two years.

The trustees said that necessary cutbacks will be made in other current and projected expenditures.

"After five hours of deliberation, the board members agreed that salary adjustments were of primary importance," President Delyte W. Morris said after the meeting. "They felt that increases planned under the governor's budget recommendation were essential because the quality and integrity of the staff must be maintained to preserve the soundness of the University program."

Morris said the division of the remainder of the operating appropriation would be the principal item for discussion at the next board session here Aug. 11. He said postponement beyond the biennium of the University's proposed 12-week summer session and the limiting of enrollment in 1962 were among the alternatives the board would face in order to live within the \$42.2 million budget. They will also consider other alternatives, such as cutbacks in program improvement and in area services.

SIU expects 14,750 students to seek admission to its Carbondale and Southwestern Illinois campuses this fall, and 16,695 in the fall of 1962.

Despite the priority given salary increases, Morris said intended relief for faculty members who are already overloaded with teaching and administrative duties "would be difficult to achieve" within budget limitations. He also noted that the increases could not be as great as the University intended in proposing its original \$52.3 million budget request to the legislature.

The following statement of the board of trustees was approved as part of the action in establishing salary and wage levels for 1961-62 in Southern Illinois University:

"We have operated on the principle that an institution is no better than the faculty who teach and carry on research and service, and their effectiveness depends on the effectiveness of supporting personnel. In view of the vigorous competition for the services of top flight faculty, it is paramount that we do our best to keep abreast of the increasing salaries commanded by teachers and researchers in other universities and that we try to adjust their pay scales and those of supporting personnel in line with competitive markets and with current living costs.

"The approval of salary increases for faculty and staff leaves unsolved the problem of what to do about the \$1,362,000 cut made by the legislature from the governor's recommended budget. But we have determined the burden must fall on other aspects of the University program rather than on salary increases which had already been reduced from the level planned in the original budget request."

7/24/
P

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Business Manager

July 31, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

ILLINOIS RETAILER'S OCCUPATIONAL TAX

Effective August 1, 1961, certain departments and offices of Southern Illinois University which make sales of tangible property will be required to collect the Illinois Retailer's Occupational Tax (ROT), commonly called Sales Tax, at the rate of 4% of the sale price of each item sold. The following factors will determine whether ROT must be collected by your department:

1. If the sale is to a purchaser who will make the final use of the item, the tax applies; it does not apply if the item is sold to a purchaser who will resell it.
2. Regardless of the above, if the sale is to an exclusively religious, charitable, or educational organization or if all sales are restricted to students or employees of the University, no tax need be collected.

If you are making sales to which the ROT applies, contact the Chief Accountant to make arrangements for reporting tax collected at the end of each month.

If you are not sure of your tax liability on sales made by your department or office, contact the Assistant Legal Counsel in the President's Office or the undersigned.

The University continues to be exempt from paying ROT on purchases made by it or for its use.

Robt. L. Gallegly
Business Manager

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SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

August 1, 1961

SPECIAL BULLETIN TO THE FACULTY

From: Convocations Committee

Subject: Summer Commencement Exercises, Friday, August 11, 1961
7:30 p.m. (D. S. T.)

The Commencement Exercises make up one of the most important parts of the School year. It is a time that means much to the students, the parents, the faculty, and the administrative staff of the University. Every member of the faculty with the rank of instructor or above is expected to participate in the academic procession unless excused by the dean or director of his college, school, or institute. Lecturers are not required to attend but are invited to participate if they care to do so. It is only through the concerted cooperation of all participants that the Commencement Exercises can be a dignified and stately ceremony.

TIME: The Faculty should be present by 7:20 p.m. Friday evening, August 11. The band concert will begin promptly at 7:25. The procession will begin at 7:40.

PLACE: The Faculty will assemble south of the University Gymnasium. The procession will be in four lines arranged according to departments. Departmental Chairmen will be responsible for the lining up of the members of their respective departments. Please follow the signs which will be placed for your convenience. Note attached diagram.

THE PROCESSIONAL: The Faculty will follow the platform party under the direction of designated faculty marshals into McAndrew Stadium. The Faculty will proceed across Harwood Avenue. Two lines will proceed to Northeast gate and two to the North Center Gate of McAndrew Stadium. Upon entering the stadium two lines will proceed down the east track and two lines down the west track. The four lines will proceed to the area assigned and file into the rows of chairs placed on the playing field especially for the faculty. The platform will be placed at the far south end of the field.

PROCEDURES DURING THE CEREMONIES: At the end of the Processional everyone should remain standing until after the Invocation. When all are in place, the President will remove his cap at which time all men should do the same. After the Invocation, all should be seated, the men replacing their caps.

It would add more color to the occasion if each faculty member, when seated, would arrange his hood to hang over the back of his chair.

THE RECESSIONAL: There will be a recessional. The marshals will indicate the procedures to be followed.

ACADEMIC REGALIA: The cap is an essential part of the academic dress and is to be retained on the head throughout all academic exercises except by men during prayer. The position of the tassel should be placed so as to hang over the left front of the cap. The top of the cap should be parallel with the floor.

Tradition indicates that it is best for the men to wear a white shirt, tie, and dark trousers or suit under the gown. Both men and women should wear dark shoes.

Faculty members wishing to rent academic regalia from the University Book Store should place their orders immediately. Caps, gowns, and hoods may be picked up at the University Book Store now located at the University Center on Thursday or Friday, August 10 or 11. The University Book Store will be open Commencement evening from 5:30 p.m. to 10:00 p.m. CAPS AND GOWNS MUST BE RETURNED TO THE UNIVERSITY BOOK STORE IMMEDIATELY AFTER THE COMMENCEMENT EXERCISES.

PROCEDURES IN CASE OF RAIN: In case of rain the Commencement Exercises will be held in Shryock Auditorium. If you are in doubt what the decision might be because of questionable weather, you may call the University Switchboard Operator after 4:00 p.m.

In case of rain one representative (the chairman or his delegated representative) from each department and each administrative office will make up the academic procession. They will assemble in two lines in the Allyn Building. They will be seated on the main floor of Shryock Auditorium. Other members of the faculty will be excused in order to make room for guests. The ceremonies will be broadcast by WSIU-FM.

Because of limited seating, only graduates will be given tickets for guests in Shryock Auditorium.

Jack W. Graham, Chairman
Convocations Committee

SOUTHERN ILLINOIS UNIVERSITY

Carbondale Campus
Arrangement of Faculty Procession*
(Commencement, August 11, 1961)

SOUTH

SOUTH

Professor Walter Wills, Field Marshal for Faculty

Assoc. Prof. Benton, Marshal

Division of University Extension

Division of Technical and Adult Education

Vocational-Technical Institute

Business

Accounting

Economics

Management

Marketing

Sec. & Bus. Education

Communications

Journalism

Printing and

Photography

Radio-Television

Speech

Speech Correction

Theatre

Fine Arts

Art

Design

Music

Home Economics

Clothing and Textiles

Food and Nutrition

Home and Family

Home Economics Education

*For persons with rank of Instructor or above
Lecturers are invited to participate, but
attendance is not required.

Mr. Fulkerson, Marshal

Education

Educational Administration and Supervision

Elementary Educ. Guidance

Health Education Higher Education

Institutional Mat. Physical Education-Men

Physical Education-Women

Recreation and Outdoor Education

Secondary Education Special Education

Teacher Training University School

Agriculture Agriculture Industries

Animal Industries Forestry

Plant Industries

Technology Applied Science

Industrial Educ. Air Science

Nursing

Community Dev. Inst. Labor Institute Latin Amer. Inst. Rehabilitation Inst. Small Business Inst. Transportation Inst.

Southwestern Ill. Campus

Professor Wills, Marshal

Liberal Arts & Sciences

Anthropology Botany Chemistry English Foreign Languages Geography Geology Government History Mathematics Microbiology Philosophy Physics Physiology Psychology Sociology Zoology

Museum Registrar University Libraries University Press Business Affairs

Aux. & Serv. Ent. Business Manager Personnel Office Physical Plant Student Work Program Stenographic Serv. University Architect

Student Affairs Counseling and Testing Financial Assist. Center Housing Center

Student Activities Health Service Area Services

Alumni Office Community Serv. Information Serv. Photographic Serv. Placement Service.

(Cont. in left column)

ROUTE 51

OLD MARTIN

GYMNASIUM

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

August 15, 1961

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

In order to install a new electrical feeder, there will be an interruption of electrical service from 8:00 a.m. until 8:00 p.m. on Tuesday, August 22, 1961, for the following portions of the campus:

Anthony Hall

Allyn Building

Parkinson Laboratory

Shryock Auditorium

Wheeler Hall

Altgeld Hall

Gymnasium

Old Main

University School

Baptist Foundation

Your cooperation during this period will be appreciated.

John S. Rendleman
Executive Director of
Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

August 29, 1961

SPECIAL BULLETIN TO FACULTY AND STAFF

Request is hereby made that all offices on campus should remain open Saturday morning, September 2, with at least a skeleton force. This applies particularly to key offices that will deal with students and parents arriving this week-end to make arrangements for the Fall term.

A skeleton force does not connote a single individual, but a sufficient force that can carry on University business.

Your attention to this matter is deeply appreciated.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

September 21, 1961

SPECIAL BULLETIN TO THE FACULTY

SPECIAL REPRESENTATIVE FOR EDWARDSVILLE CAMPUS PLANNING

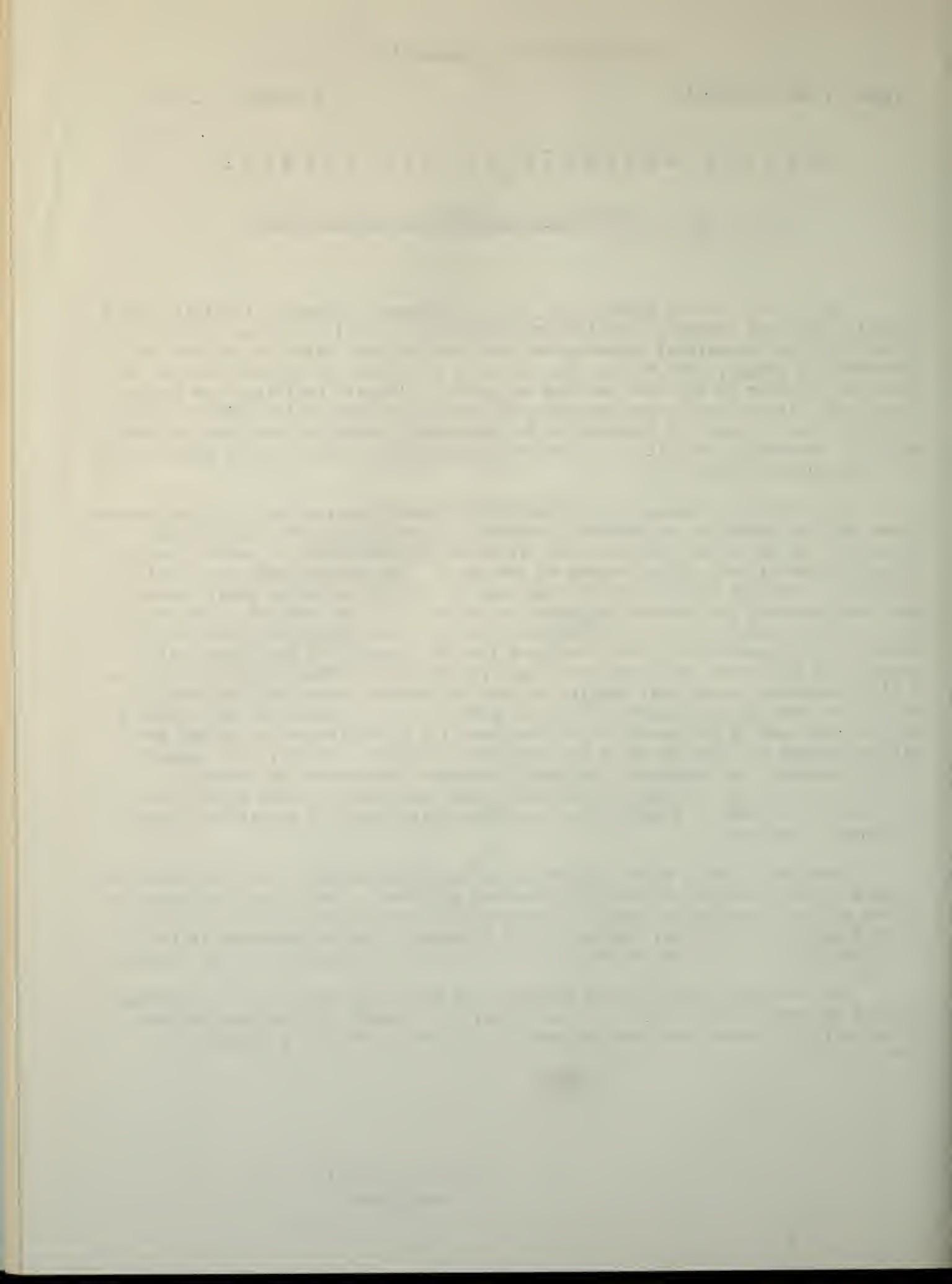
During the 1960-61 school year, a large number of meetings involving staff members from both campuses, architects, and outside consultants were held to consider both the educational planning and the architectural planning for the new Edwardsville Campus. The Master Plan is being finalized for presentation to the Board of Trustees at its next meeting and plans of several buildings are being developed. It has now become necessary to provide the architects with continuing detailed instructions and information on educational needs so that they can proceed with all reasonable expedition to the earliest possible completion of final working drawings and specifications.

The planning of major college buildings always involves negotiations between those who are expert in educational processes but not expert in architectural design on the one hand, and those who are expert in architectural matters but not expert in educational policy-making on the other. In order to make sure that our architects have the benefit of the knowledge of faculty and other staff members who know teaching and research processes at first hand, we have asked Professor Harvey Fisher temporarily to give over his teaching and research and to serve as a special representative of the President for the planning of the Edwardsville Campus. He will seek assistance from appropriate staff members and will serve as a liaison between individual faculty members or faculty groups and the architects. He will be free to make informal contacts with any staff members on any campus for this purpose and to recommend to the President the establishment of ad hoc committees needed for special study of particular problems. He will also recommend to the President the employment of special outside consultants as necessary. From time to time, he and the appropriate educational planning officers will meet with the divisional heads in Edwardsville to obtain their views on educational needs, procedures, and emphases.

Those who wish to make suggestions to Professor Fisher or who otherwise need to make contact with him should do so through Mr. Charles Butler at the President's Office on the Edwardsville Campus, Extension 333. Professor Fisher is planning to spend Tuesdays, Wednesdays, Thursdays, and Fridays in the Southwestern Illinois area, but otherwise can be reached at his office in Carbondale, GLenview 3-2544.

Any assistance which can be given to our architects by advice transmitted through Professor Fisher will be of great value in expediting our planning and in achieving a first-class physical setting for the University's program at Edwardsville.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

September 27, 1961

SPECIAL BULLETIN TO THE FACULTY AND STAFF

On Thursday, October 5, and on Thursday, October 26, the Southern Illinois University siren will be sounded at 2:45 p.m. (ALERT SIGNAL) and at 3:05 p.m. (TAKE COVER SIGNAL). This sounding of the siren will be for the purpose of informing the students and others and for helping all of us to recognize the Alert Signal and the Take Cover Signal if it should become necessary to use them.

Faculty members are requested to take a few minutes to present this information to the students in their 2:00 and 3:00 classes at the time the siren is being sounded on October 5 and October 26, 1961. This is to be a test only.

A. ALERT SIGNAL --- A STEADY WILDCAT BLAST OF SOME THREE TO FIVE MINUTES DURATION

This means that information has been received from the U.S. Weather Bureau that there is a confirmed Severe Weather Forecast for our area. Radios should be tuned to radio stations WSIU or WCIL for specific information which will be broadcast while the alert is being continued.

B. TAKE COVER SIGNAL --- A SERIES OF SHORT BLASTS OF THREE TO FIVE MINUTES DURATION. THESE BLASTS WILL BE SEPARATED BY 20 SECOND INTERVALS.

This means that we have received a Severe Weather Warning for our area and that severe weather or a possible tornado is imminent. Persons in the area should TAKE COVER in the designated places. Campus streets should be cleared, gas and electricity should be turned off in the buildings, telephones should be used only for emergencies, and windows and doors on the NORTH and EAST should be left open with discretion.

John E. Grinnell
John E. Grinnell
Vice President for
Operations

CLASSES ARE NOT TO EVACUATE
THIS IS A SIREN TEST ONLY



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

October 12, 1961

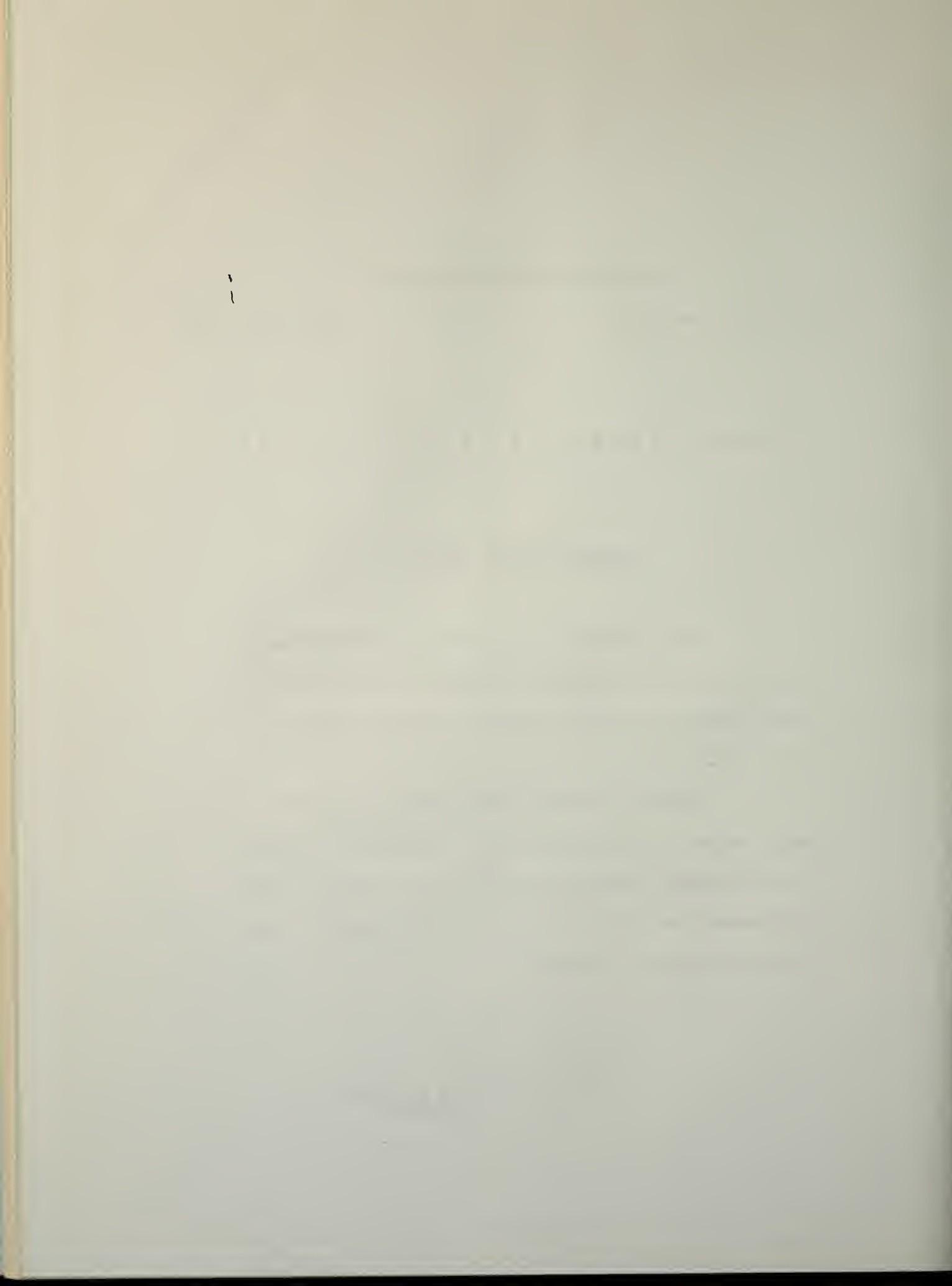
SPECIAL BULLETIN TO THE FACULTY

GENERAL FACULTY MEETING

There will be a general meeting of the University Faculty of the Carbondale Campus in the University School Auditorium at four o'clock on Thursday afternoon, October 26.

The chief item for the agenda will be the annual report on "The State of the University." Classes scheduled during this time are not to be dismissed. Faculty members who have 3:00 p.m. classes are urged to come at their earliest convenience.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

October 30, 1961

SPECIAL BULLETIN TO THE FACULTY

Chicagoland Career Day

On Thursday, November 2, 1961, the student body of Southern Illinois University in co-operation with the professional business fraternity Alpha Kappa Psi, the Chicago SIU Alumni Club, the Chicago Association of Commerce and Industry, the Alumni Service, and the Placement Service is sponsoring the CHICAGOLAND CAREER DAY.

This activity will involve approximately 25 Chicago area firms and organizations, including the City of Chicago Schools and the Cook County Schools. They will have display booths in the Ballroom of the University Center.

The general theme of the Career Day will be to emphasize to our students and faculty the various economic, cultural, social, and civic opportunities available within the greater Chicago area. Since this is an all-day activity, it is our hope that as many thousands of our students, faculty, and staff as possible will avail themselves of this opportunity to become better acquainted with our friends from Chicago.

John E. Grinnell
John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President
for Operations

November 30, 1961

SPECIAL BULLETIN TO ALL FISCAL OFFICERS

It has come to our attention that some of the organizational units have been lax in submitting the Time and Attendance Reports for Student Workers. This report must be submitted monthly to the Personnel Office along with the Payroll Certification sheet. The form used for the report is a three-part form that provides a copy for your files, one for the Student Work Office, and a copy for the Personnel Office.

Much of the problem seems to occur in those units where the student workers have a minimum of faculty supervision. It is the responsibility of the Fiscal Officer to see that the daily record of the hours worked by each student is kept and that the monthly report is properly submitted. I should like to emphasize the importance of this report both for University operational matters and for the presentation of this information to the external auditors and others who may be entitled to it.

If you need a supply of the Time and Attendance Report forms, or if you want detailed information concerning the procedure for making the report, please contact the Student Work Office, telephone GL 3-2388 or 3-2389. A member of the Student Work Office staff will be glad to personally assist you with any problem you may have.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President

December 6, 1961

GENERAL BULLETIN TO THE FACULTY AND STAFF

A semi-public dedicatory ceremony for the new Masonic Temple has been scheduled for 8 p.m., Friday, December 8. The new structure is located at 1304 West Sycamore in Carbondale.

All Masons and friends are cordially invited by Shekinah Lodge #241 A.F. & A.M. of Carbondale, Illinois, to witness these ceremonies conducted by an Occasional Grand Lodge formed for the purpose of dedicating the new temple. President Morris will serve as Grand Orator.

John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

December 26, 1961

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

UNIVERSITY CENTER PARKING LOT

Effective January 3, 1962, the University Center Parking Lot will operate on a pay for parking basis.

The lot will be operated from 7 a.m. to 11 p.m., Monday through Thursday. On Friday and Saturday it will remain open until campus activity subsides. The lot will not be attended on Sunday.

The first hour of parking will be free. There will be a 10¢ charge for each additional hour or fraction.

The money for construction of this lot was made available from University Center construction funds. Income from parking fees will be used to amortize the cost of construction and in the future to help make additional parking areas available.

John S. Rendleman
Executive Director of
Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President
for Operations

December 28, 1961

BULLETIN TO THE FACULTY MEMBERS

Dear Faculty Members:

Mr. McCoy, Director of the Libraries, seeks the help of every faculty member in the matter of the disappearance and mutilation of magazines and books. I think it is obvious that these losses to the library are actually losses to each of us and our students. Each of us can help with practically no effort.

Before you make a class assignment of a periodical article or a chapter from a library book in which a large number of students will be expected to do the reading in a short time, please give advance notice to the library so that the staff can be prepared to meet the demand.

Specifically, discuss the assignment with the subject librarian in whose library the materials are shelved. If you decide to place a book on reserve or to have photocopies made, make these arrangements with the circulation service (3-2531) at no charge to you or your department for photocopies placed on reserve for class assignments.

It might also help if you will let the students know that they may purchase photocopies of articles of less than 20 pages for five cents a page. This, too, is taken care of at the circulation desk.

With this co-operation, perhaps we can stop these frequent losses and mutilations that are caused by the pressure to get a class assignment or by a few students who wish to make it impossible to fulfill the assignment.

Sincerely yours,

John E. Grinnell
John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

January 16, 1962

SPECIAL BULLETIN TO THE FACULTY AND STAFF

On Thursday, January 18, 1962, the Southern Illinois University siren will be sounded at 2:45 p.m. (ALERT SIGNAL) and at 3:05 p.m. (TAKE COVER SIGNAL). This sounding of the siren will be for the purpose of informing the students and others and for helping all of us to recognize the Alert Signal and the Take Cover Signal if it should become necessary to use them.

Faculty members are requested to take a few minutes to present this information to the students in their 2:00 and 3:00 classes at the time the siren is being sounded on January 18, 1962. This is to be a test only.

A. ALERT SIGNAL --- A STEADY WILDCAT BLAST OF SOME THREE TO FIVE MINUTES DURATION

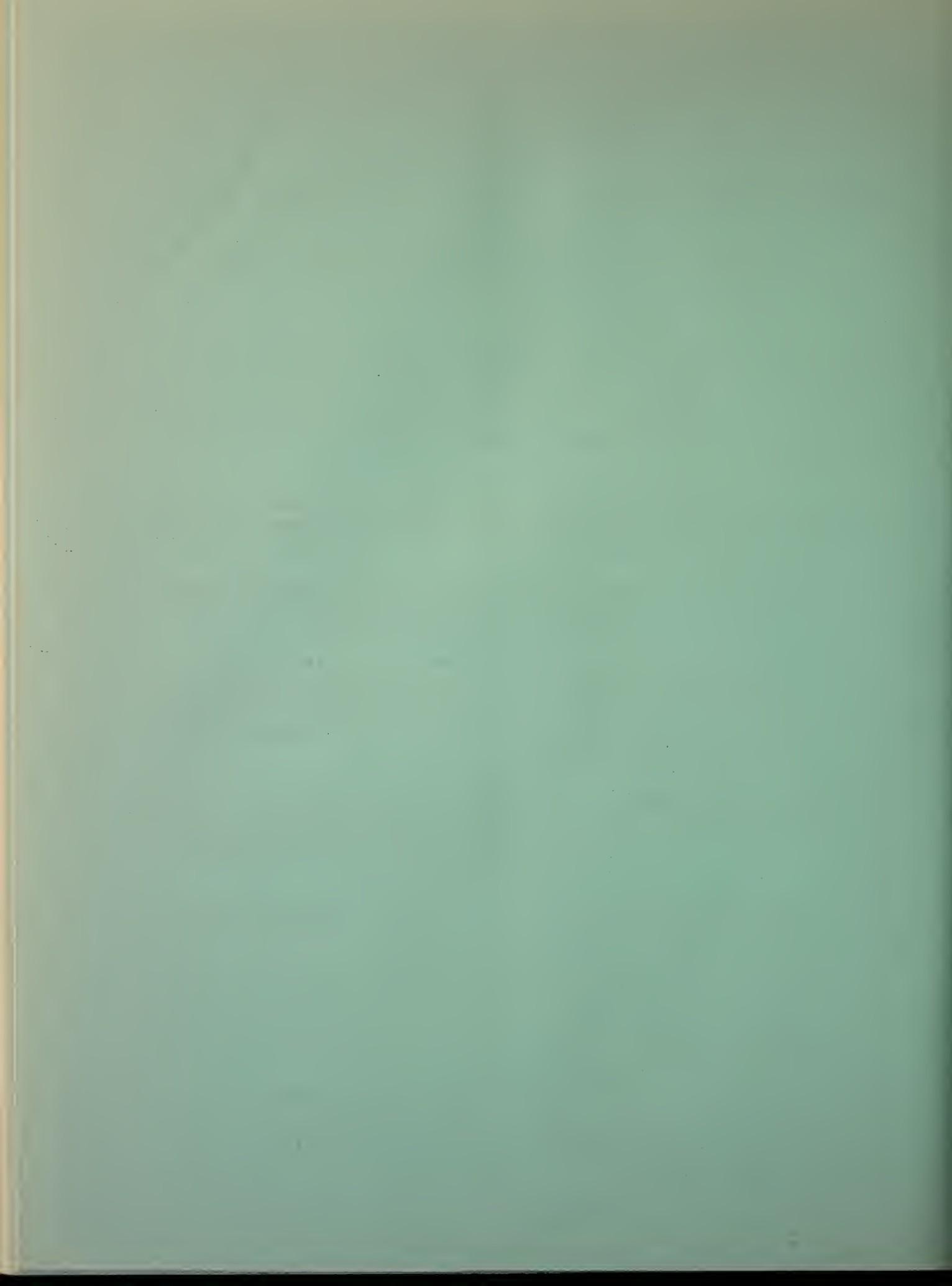
This means that information has been received from the U. S. Weather Bureau that there is a confirmed Severe Wheather Forecast for our area. Radios should be tuned to radio stations WSIU or WCIL for specific information which will be broadcast while the alert is being continued.

B. TAKE COVER SIGNAL --- A SERIES OF SHORT BLASTS OF THREE TO FIVE MINUTES DURATION. THESE BLASTS WILL BE SEPARATED BY 20 SECOND INTERVALS.

This means that we have received a Severe Weather Warning for our area and that severe weather or a possible tornado is imminent. Persons in the area should TAKE COVER in the designated places. Campus streets should be cleared, gas and electricity should be turned off in the buildings, telephones should be used only for emergencies, and windows and doors on the NORTH and EAST should be left open with discretion.

CLASSES ARE NOT TO
EVACUATE. THIS IS A
SIREN TEST ONLY.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

January 26, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

Owing to inclement weather the electrical interruption originally scheduled from 12:00 midnight until 6:00 a.m. on Wednesday, January 24, 1962, affecting the Thompson Point Dormitories and Small Group Housing area, has been re-scheduled for 12:00 midnight until 6:00 a.m. on Tuesday, January 30, weather permitting.

Your cooperation during this period will be appreciated.

John S. Rendleman
Executive Director of
Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

February 2, 1962

S P E C I A L B U L L E T I N
T O T H E F A C U L T Y A N D S T A F F

DEFERRAL OF EXPENDITURES CHARGEABLE TO GENERAL REVENUE FUNDS

Recently, at the request of Governor Kerner, I met with the Economy Committee of the State of Illinois to discuss various proposals which would be of some assistance in helping relieve the difficult fiscal situation facing our State.

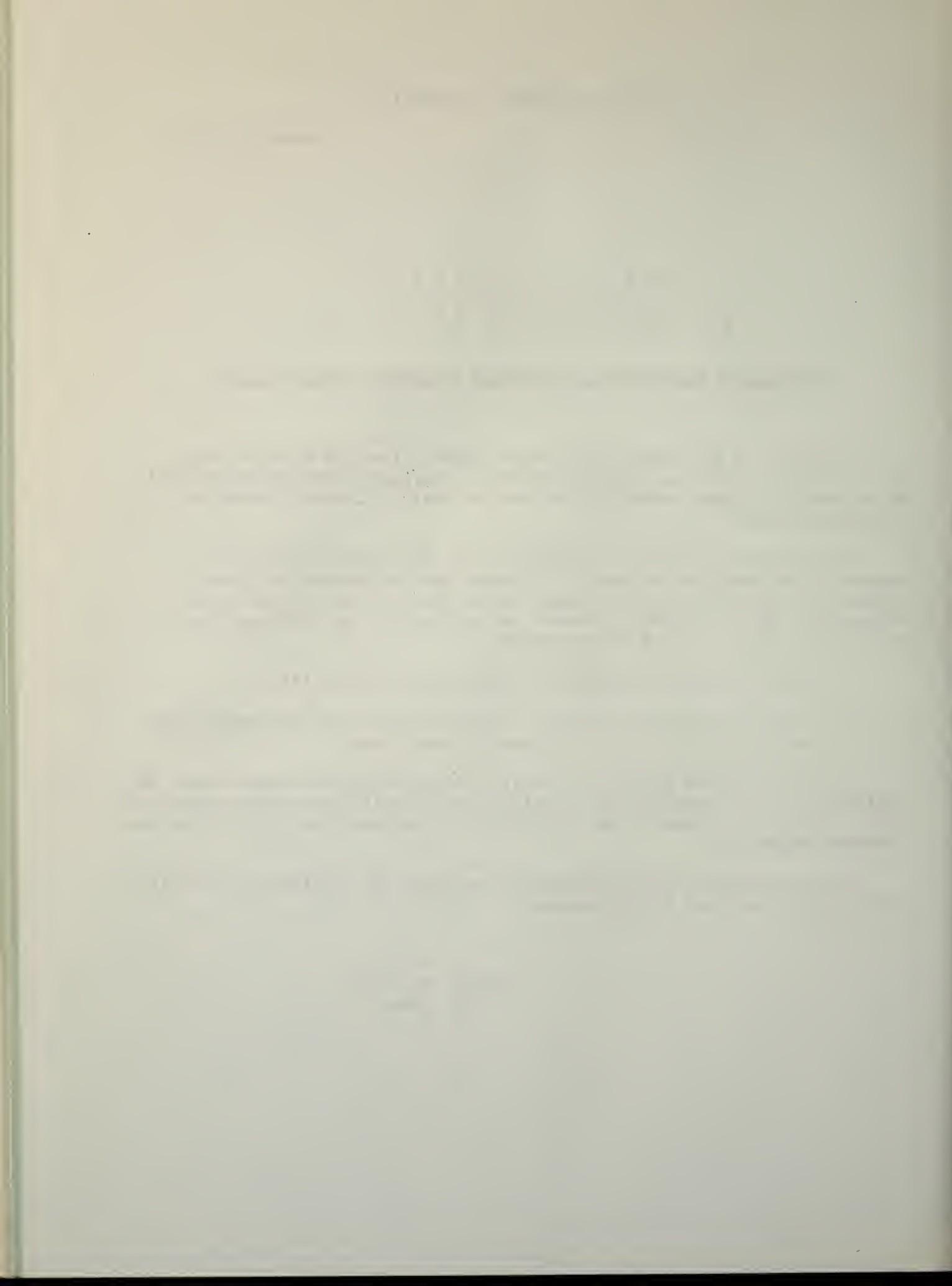
After careful review of all phases of the University's operations, I agreed to recommend to the Board of Trustees the postponement of certain expenditures of General Revenue Funds during the three months beginning February 1, 1962. Of special interest to the faculty and staff are two of the several items proposed for deferment:

1. Defer equipment purchases of other than essential items.
2. Defer other General Revenue expenditures which are not immediately necessary for day-to-day University operations.

In light of these proposals, fiscal officers and persons responsible for approving purchase requests for propriety should review each Purchase Requisition carefully to determine the possibility and advisability of deferring the proposed expenditure.

The cooperation of all concerned is necessary for the successful activation of the commitment to the Governor.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Vice President for Operations

February 19, 1962

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

FINAL EXAMINATION SCHEDULE FOR WINTER, 1962

Examination Schedule for Day-Time Classes

Monday, March 12

12 o'clock classes	7:50
Psychology 201; Applied Science 261; Agri. Industries 214.	11:30
1 o'clock classes.	1:50

Tuesday, March 13

9 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
English 101 and 102.	11:30
4 o'clock classes.	1:50

Wednesday, March 14

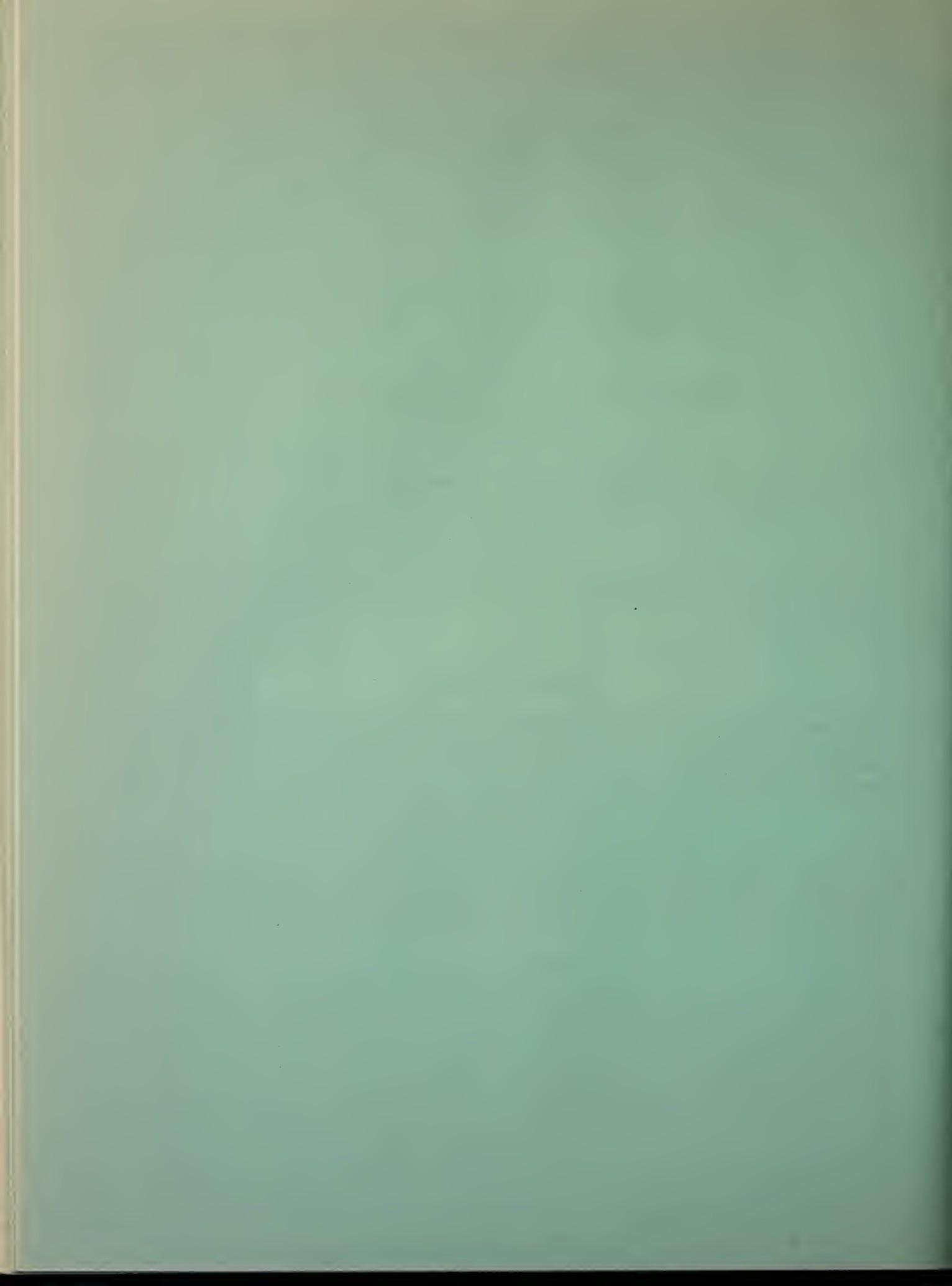
11 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Chemistry 111 and 112; Food and Nutrition 206	11:30
2 o'clock classes.	1:50

Thursday, March 15

8 o'clock classes except 3-hour classes which meet one of the class sessions on Saturday	7:50
Mathematics 106A, 106C, 111, 112, 252 <u>day-time</u> sections.	11:30
3 o'clock classes.	1:50

Friday, March 16

10 o'clock classes (except Humanities 301, Science 301 and Social Studies 301, which will meet at 10 a.m.)	7:50
Air Science 220 and Women's P.E. 102, 102A, 127, and 254	11:30
Speech 101 and Men's P.E. 254	12:50
Make-up examination period for students whose petitions have been approved by their academic deans.	2:00



Saturday, March 17

8 o'clock 3-hour classes which meet one of the class sessions on Saturday. 7:50
9 o'clock 3-hour classes which meet one of the class sessions on Saturday. 10:00
11 o'clock 3-hour classes which meet one of the class sessions on Saturday 1:00
Classes which meet only on Saturday morning. Examinations will start at same
times as the class sessions ordinarily start.

Examination Schedule for Evening Classes

Monday, March 12

Five-hour classes which meet during the second period (7:35-9:00 p.m.)
on Monday, Wednesday, and Thursday. 6:00
Four, three, two, and one-hour classes which meet during the second period
(7:35-9:00 or 9:15 p.m.) on Monday and/ or Wednesday. 6:00
Classes which meet only on Monday night. Examinations will start at same
times as the class sessions ordinarily start.

Tuesday, March 13

Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00-7:25 p.m.) on Tuesday and/ or Thursday. 6:00
Classes which meet only on Tuesday night. Examinations will start at same
times as the class sessions ordinarily start.

Wednesday, March 14

Five-hour classes which meet during the first period (6:00-7:25 p.m.) on
Monday, Wednesday, and Thursday 6:00
Four, three, two, and one-hour classes which meet during the first period
(5:45 or 6:00-7:25 p.m.) on Monday and/ or Wednesday 6:00
Classes which meet only on Wednesday night. Examinations will start at same
times as the class sessions ordinarily start.

Thursday, March 15

Four, three, two, and one-hour classes which meet during the second period
(7:35-9:00 or 9:15 p.m.) on Tuesday and/or Thursday 6:00
Classes which meet only on Thursday night. Examinations will start at same
times as the class sessions ordinarily start.



General Examination Information

Examinations for three, four, and five-credit hour classes will begin at the hours scheduled and will run for two hours. Examinations for one and two-credit hour classes will begin two hours and ten minutes later and will run for one hour. A four-hour class which meets two hours on two days should hold its examination at two hours and ten minutes later and should run for two hours. For example, a 9 o'clock class carrying four hours of credit will have its examination from 7:50 to 9:50 a.m. on Tuesday, March 13. A 9 o'clock class carrying two hours of credit will have its examination from 10:00 to 11:00 a.m. A 9 o'clock class carrying four hours credit which meets two hours on two days will have its examination from 10:00 to 12:00 noon.

A student who finds he has more than three examinations on one day may petition, and a student who has two examinations scheduled at one time should petition his academic dean for approval to take an examination during the make-up examination period on the last day. Provision for such a make-up examination period does not mean that a student may decide to miss his scheduled examination time and expect to make it up during this make-up period. This period is to be used only for a student whose petition has been approved by his dean.

A student who must miss a final examination may not take an examination before the time scheduled for the class examination. In the event a student misses a final examination and is not involved in a situation covered in the preceding paragraph, a "W", followed by the tentative grade with a "12" indicating the number of weeks attended, should be recorded on the grade report by the instructor. A "W" grade must be completed within one year of the end of the quarter involved; otherwise, it must remain as an incomplete grade.

A special note needs to be made relative to examinations for evening sections for those classes which have been granted a special time for examining all sections. As some students attending at night may not be able to attend the special examination period scheduled for the daytime, each department involved will have to arrange special examination periods for such students. This problem involves those night students who are fully employed during the day and who are taking night courses because it is the only time they are able to do so.



file
President's Office

SOUTHERN ILLINOIS UNIVERSITY

March 19, 1962

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

Because of my extended absence from the University the following letter, which is in continuing effect, is presented for your information:

"August 11, 1961

"Professor Charles D. Tenney
Professor John E. Grinnell
Professor Clarence W. Stephens
Professor Willis G. Swartz

Gentlemen:

"The University Statutes, Part III, Article II, Section 2, K, provide 'The President is authorized to designate a member of the University staff as Acting President during temporary disability or necessary absences from his office.' Previous designations have become dated due to the recent administrative reorganization of the internal structure of the University.

"Consequently, during the period of study and review of the University organization, and in accordance with the provision of this section, I am indicating the following sequence of designation for Acting President during my disability or absence from the office:

- "1. Vice President Charles D. Tenney
- "2. Vice President John E. Grinnell
- "3. Vice President Clarence W. Stephens
- "4. Dean Willis G. Swartz

"Sincerely yours,

Delyte W. Morris
President"

Let me wish for each of you a pleasant and profitable Spring Quarter.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

March 19, 1962

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"Sincerely yours,

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President"

Let me wish for each of you a pleasant and profitable Spring Quarter.

Delyte W. Morris
President

WILSON'S PLEASANT TERN

July 1, 1928.

WILSON'S PLEASANT TERN - *Spheniscus wilsoni* - 443739

Small, dark-colored, all grayish-white with some reddish on the rump and on the sides of the head; a summary of specific characters given below
and in figures.

Length 12 inches; wing 6.5; culmen 1.5; tarsus 1.5; middle toe 1.5; middle toe and claw 1.5; bill 1.5; middle toe and claw 1.5; middle toe and claw 1.5.

Coloration:

The upper parts, including the head and neck, are pale grayish-white, becoming slightly darker on the back and on the sides of the head; the rump is reddish; the lower parts, including the chin, throat, breast, belly, and ventral surface of the tail, are white; the middle toe and claw are reddish; the bill is blackish; the legs and feet are blackish; the iris is reddish.

The coloration is said to be similar to that of the adult, with the exception of the reddish color on the rump which is absent in the young bird; the middle toe and claw are blackish; the bill is blackish; the legs and feet are blackish; the iris is reddish.

Length 12 inches; wing 6.5; culmen 1.5; tarsus 1.5; middle toe 1.5; middle toe and claw 1.5; bill 1.5; middle toe and claw 1.5; middle toe and claw 1.5.

Coloration:

Length 12 inches;
wing 6.5;

Coloration: The upper parts, including the head and neck, are pale grayish-white, becoming slightly darker on the back and on the sides of the head;

bill blackish;
legs blackish.

X

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

March 20, 1962

SPECIAL BULLETIN TO THE FACULTY AND STAFF

In order to more fully utilize equipment available to the University and to facilitate the disposition of equipment considered by departments to be surplus but in either usable or scrap condition, the following procedure will become effective April 1, 1962.

All items of University property no longer of use to a department, with the exception of animals, heavy equipment, and equipment items that will be traded in on like equipment, are to be transferred to Surplus Property Storage regardless of condition. Transfer forms are to be prepared in triplicate and forwarded to Surplus Property Department, who will dispatch a truck to pick up the items and return them to their warehouse for further disposition. There will be no charge to the department for this service. At the time transfer papers are made, the department should state the specific location of the equipment by building, room, and the date and hours it can best be picked up, as well as a recommendation as to whether the items are in scrap or usable condition. A brief description of why the equipment is considered to be in scrap condition should be incorporated into the transfer form. This will be of assistance to the Surplus Property Department in determining further disposition of the equipment. The reason heavy equipment is excluded is that most heavy equipment has a trade-in value which should be utilized by the Department in purchases of replacement equipment. These and other trade-in requests will, as in the past, be processed through the presentation of Equipment Disposal Request forms to the office of the Chief Accountant.

Transfers of occasional items from one department to another still may be done directly, provided the proper forms are filed with the Chief Accountant's Office; however, if the transfer consists of a large number of items resulting from moving to new locations, all the equipment should be turned over to Surplus Property for re-distribution.

Departments should not warehouse equipment that is not being used. Such equipment is to be transferred to Surplus Property.

If a department lends an item of equipment to another department, it is necessary that both departments have in their files a Loan Receipt Form signed by both fiscal officers.

NOTES AND DOCUMENTS

REVIEW ARTICLE: *THE ECONOMIC HISTORY OF THE UNITED STATES SINCE 1945*, by Robert A. Divine, Princeton University Press, Princeton, N.J., 1965, pp. viii + 320, \$5.00.

Reviews of Books Received

THE ECONOMIC HISTORY OF THE UNITED STATES SINCE 1945, by Robert A. Divine, Princeton University Press, Princeton, N.J., 1965, pp. viii + 320, \$5.00.

Robert A. Divine's book is a welcome addition to the literature on the post-war United States economy. It is a well-researched and well-written history of the period from 1945 to 1965.

The book is divided into four main parts: the first part covers the period from 1945 to 1953; the second part covers the period from 1953 to 1960; the third part covers the period from 1960 to 1965; and the fourth part covers the period from 1965 to 1968.

The book is well-researched and well-written. It is a valuable addition to the literature on the post-war United States economy.

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It is anticipated that this notice will encourage departments to dispose of items of equipment that may have accumulated over a period of time. As items are received, departments would be invited to the warehouse to make selections of equipment needed.

Compliance with this procedure is requested in view of the continuing inventory audit which the Department of Finance of the state conducts. It is hoped that this will minimize the number of errors of equipment control which could be ascribed to the University.

John E. Grinnell
Vice President for
Operations

Algunas de las más conocidas son: la de la "Casa del Pueblo", que es una casa de madera de dos pisos, con un gran porche en la parte inferior; la de la "Casa de los Pueblos", que es una casa de madera de tres pisos, con un gran porche en la parte inferior; la de la "Casa de los Pueblos", que es una casa de madera de tres pisos, con un gran porche en la parte inferior.

La "Casa del Pueblo" es una casa de madera de dos pisos, con un gran porche en la parte inferior; la de la "Casa de los Pueblos", que es una casa de madera de tres pisos, con un gran porche en la parte inferior.

La "Casa del Pueblo" es una casa de madera de dos pisos, con un gran porche en la parte inferior;

X

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

March 30, 1962

SPECIAL BULLETIN TO THE FACULTY AND STAFF

On Thursday, April 5, 1962, the Southern Illinois University siren will be sounded at 2:45 p.m. (ALERT SIGNAL) and at 3:05 p.m. (TAKE COVER SIGNAL). This sounding of the siren will be for the purpose of informing the students and others and for helping all of us to recognize the Alert Signal and the Take Cover Signal if it should become necessary to use them.

Faculty members are requested to take a few minutes to present this information to the students in their 2:00 and 3:00 classes at the time the siren is being sounded on April 5, 1962. This is to be a test only.

A. ALERT SIGNAL---A STEADY WILDCAT BLAST OF SOME THREE TO FIVE MINUTES DURATION

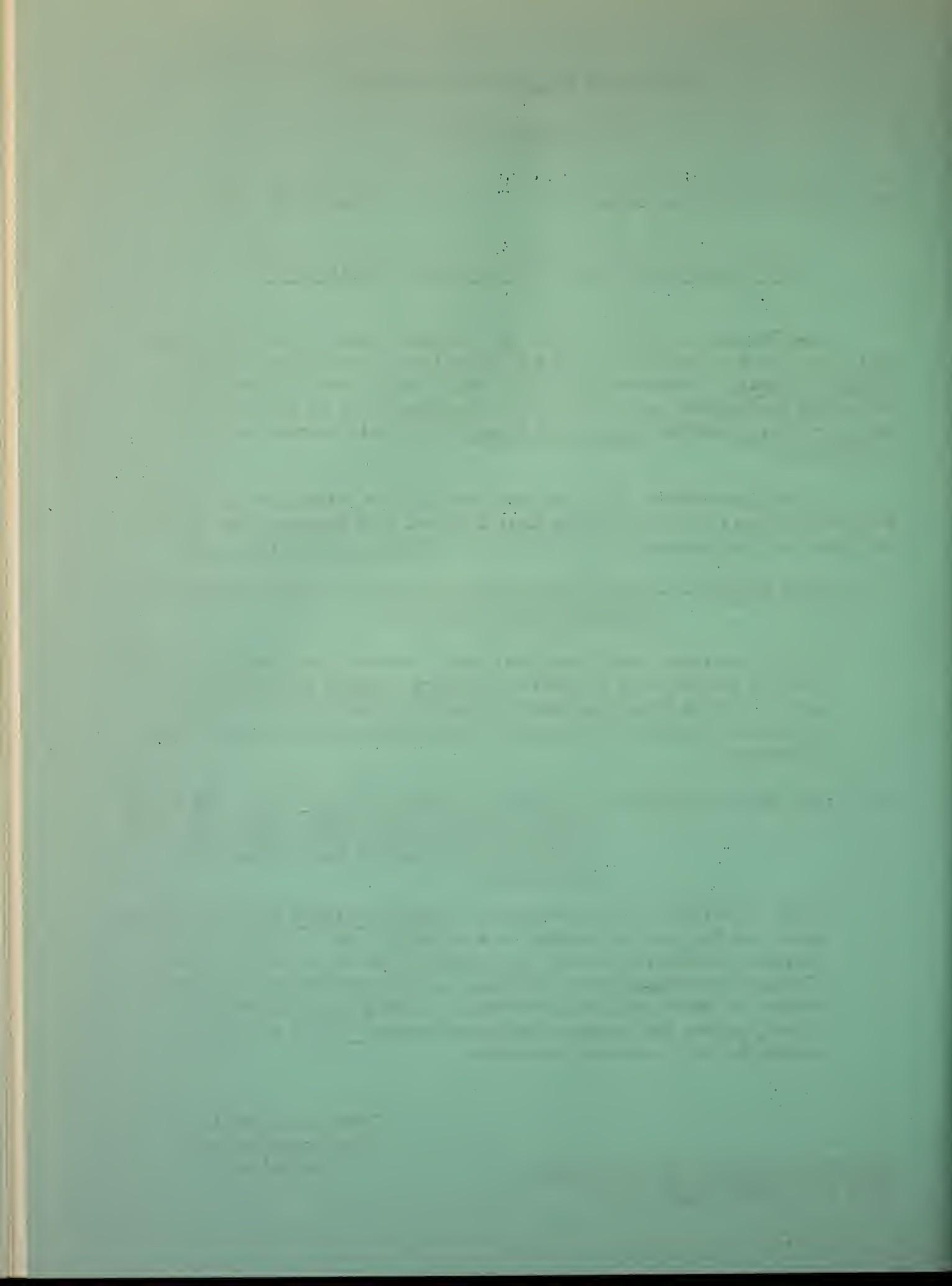
This means that information has been received from the U.S. Weather Bureau that there is a confirmed Severe Weather Forecast for our area. Radios should be tuned to radio stations WSIU or WCIL for specific information which will be broadcast while the alert is being continued.

B. TAKE COVER SIGNAL---A SERIES OF SHORT BLASTS OF THREE TO FIVE MINUTES DURATION. THESE BLASTS WILL BE SEPARATED BY 20 SECOND INTERVALS.

This means that we have received a Severe Weather Warning for our area and that severe weather or a possible tornado is imminent. Persons in the area should TAKE COVER in the designated places. Campus streets should be cleared, gas and electricity should be turned off in the buildings, telephones should be used only for emergencies, and windows and doors on the NORTH and EAST should be left open with discretion.

John E. Grinnell
Vice President for
Operations

CLASSES ARE NOT TO EVACUATE
THIS IS A SIREN TEST ONLY



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

May 9, 1962

SPECIAL BULLETIN TO THE FACULTY

HONORS DAY CONVOCATION

The annual Scholastic Honors Day Convocation will be held at 10:00 a.m. Thursday, May 17, 1962, in McAndrew Stadium. In case of rain it will be held in Shryock Auditorium. All faculty and students are invited to attend this Convocation.

The Student Council and the Convocations Committee have planned this program to recognize those students who have earned special academic awards, grants, prizes, and scholarships as well as those students who have high academic averages.

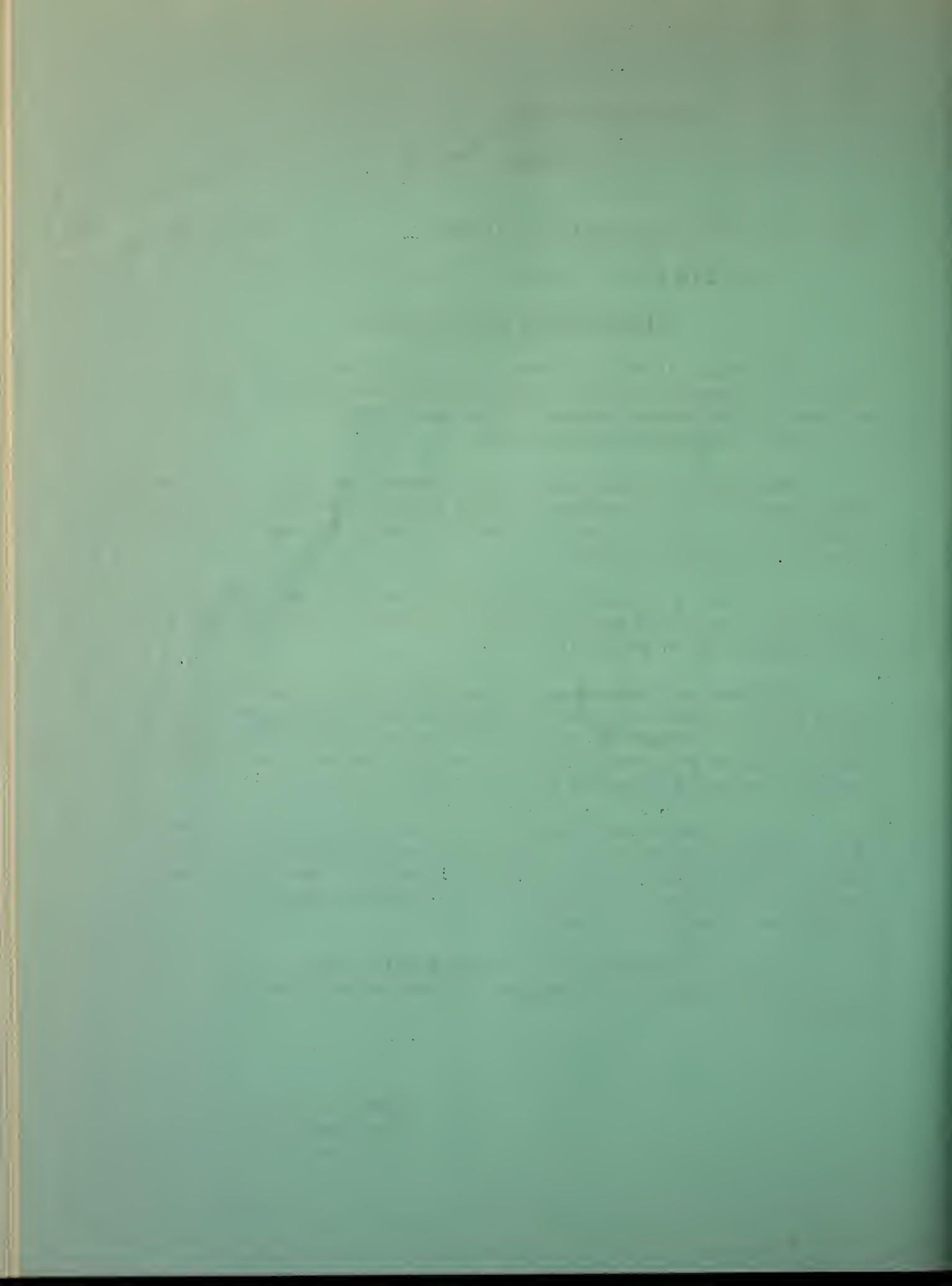
The Honors Day address will be given by Professor William J. McKeefery, Dean of Academic Affairs. The address will be entitled, "New Dimensions in Excellence."

Department chairmen have been requested to designate two or more representatives to appear in academic dress and to participate in the procession. (Other faculty members are welcome to participate.) The procession will form at 9:50 a.m. at the north end of the Stadium. In case of rain it will form in the cross halls of Old Main.

Honor students participating in the convocation program may ask to be excused from 9:00 a.m. classes in order to attend the reception which will be a coffee hour from 8:30 to 9:45 a.m. in the Gallery Lounge and Ballroom of the University Center. Faculty members are also welcome to attend this reception.

The 10:00 and 11:00 a.m. classes will be dismissed on May 17 so that faculty members and students may attend the Honors Day Convocation.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

June 3, 1962

SPECIAL BULLETIN TO THE FACULTY

From: Convocations Committee

Subject: Instructions for Commencement Exercises, Wednesday, June 13, 1962, 7:30 p.m. (D. S. T.)

The Commencement Exercises make up one of the most important parts of the school year. It is a time that means much to the students, the parents, the faculty, and the administrative staff of the University. Every member of the faculty with the rank of instructor or above is expected to participate in the academic procession unless excused by the dean or director of his college, school, or institute. Lecturers are not required to attend but are invited to participate if they care to do so. It is only through the concerted cooperation of all participants that the Commencement Exercises can be a dignified and stately ceremony.

TIME: The Faculty should be present by 7:25 p.m. Wednesday evening, June 13. The orchestra concert will begin promptly at 7:20. The procession will begin at 7:40.

PLACE: The Faculty will assemble south of the University Gymnasium. The procession will be in four lines arranged according to departments. Departmental Chairmen will be responsible for the lining up of the members of their respective departments. Please follow the signs which will be placed for your convenience. Note attached diagram.

THE PROCESSIONAL: The Faculty will follow the platform party under the direction of designated faculty marshals into McAndrew Stadium. The Faculty will proceed across Harwood Avenue. Two lines will proceed to the Northeast gate and two to the North Center Gate of McAndrew Stadium. Upon entering the stadium two lines will proceed down the east track and two lines down the west track. The four lines will proceed to the area assigned. The platform will be placed at the far south end of the field.

PROCEDURES DURING THE CEREMONIES: At the end of the Processional everyone should remain standing until after the Invocation. When all are in place, the President will remove his cap at which time all men should do the same. After the Invocation, all should be seated, the men replacing their caps. It would add more color to the occasion if each faculty member, when seated, would arrange his hood to hang over the back of his chair.

The ceremonies will be televised and broadcast by WSIU-TV (Channel 8) and WSIU-FM (91.9).



THE RECESSIONAL: There will be a recessional. The marshals will indicate the procedures to be followed.

ACADEMIC REGALLA: The cap is an essential part of the academic dress and is to be retained on the head throughout all academic exercises except by men during prayer. The position of the tassel should be placed so as to hang over the left front of the cap. The top of the cap should be parallel with the floor.

Tradition indicates that it is best for the men to wear a white shirt, tie, and dark trousers or suit under the gown. Both men and women should wear dark shoes.

Faculty members wishing to rent academic regalia from the University Book Store should place their orders immediately. Caps, gowns, and hoods may be picked up at the University Book Store now located at the University Center on Tuesday or Wednesday, June 12 or 13. The University Book Store will be open Commencement evening from 5:30 p.m. to 11:00 p.m. CAPS AND GOWNS MUST BE RETURNED TO THE UNIVERSITY BOOK STORE IMMEDIATELY AFTER THE COMMENCEMENT EXERCISES.

PROCEDURES IN CASE OF RAIN: In case of rain the Commencement Exercises will be held in selected auditoriums. If you are in doubt what the decision might be because of questionable weather, you may call the University Switchboard Operator after 4:00 p.m.

In case of rain one representative (the chairman or his delegated representative) from each department and each administrative office will make up the academic procession. They will assemble in a single line in the hallway of the building designated on the last page of this memorandum. They will be seated on the main floor as directed by the marshal. Other members of the faculty will be excused in order to make room for guests. The ceremonies will be broadcast by WSIU-TV (Channel 8) and WSIU-FM (91.9).

Because of limited seating, only graduates will be given tickets for guests in the various auditoriums.

Jack W. Graham, Chairman
Convocations Committee

JWG:jrv



SOUTHERN ILLINOIS UNIVERSITY

Carbondale Campus

Arrangement of Faculty Procession*

Commencement, June 13, 1962

SOUTH

SOUTH

Professor Walter Wills, Field Marshal for Faculty

Prof. Klinstra, Marshal

Division of University Extension

Division of Technical and Adult Education

Vocational-Technical Institute

Business

Accounting

Economics

Management

Marketing

Sec. & Bus. Education

Communications

Journalism

Printing and Photography

Radio-Television

Speech

Speech Correction

Theatre

Fine Arts

Art

Design

Music

Home Economics

Clothing and Textiles

Food and Nutrition

Home and Family

Home Economics Education

*For persons with rank of Instructor or above
Lecturers are invited to participate, but
attendance is not required.

Prof. Wills, Marshal

Education

Educational Adminis- tration and Super- vision

Elementary Educ.

Guidance

Health Education

Higher Education

Instructional Mat.

Physical Education-Men

Physical Education-Women

Recreation and Outdoor Education

Secondary Education

Special Education

Teacher Training

University School

Agriculture

Agriculture Industries

Animal Industries

Forestry

Plant Industries

Technology

Applied Science

Industrial Educ.

Air Science

Nursing

Community Dev. Inst.

Labor Institute

Latin Amer. Inst.

Rehabilitation Inst.

Small Business Inst.

Transportation Inst.

Professor Layer, Marshal

Faculty Service Awards

President's Office

General Instruction

Academic Advisement

and Sectioning

Coop. Clinical Serv.

Museum

Registrar

University Libraries

University Press

Business Affairs

Aux. & Serv. Ent.

Business Manager

Personnel Office

Physical Plant

Student Work Program

Stenographic Serv.

University Architect

Student Affairs

Counseling and Testing

Financial Assist. Center

Housing Center

Student Activities

Health Service

Area Services

Alumni Office

Community Serv.

Information Serv.

Photographic Serv.

Placement Service

Dean Dey, Marshal

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President's Office

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University Architect

Student Affairs

Counseling and Testing

Financial Assist. Center

Housing Center

Student Activities

Health Service

Area Services

Alumni Office

Community Serv.

Information Serv.

Photographic Serv.

Placement Service

OLD MAIN

(Cont. in left column)

SOUTHERN ILLINOIS UNIVERSITY
June Commencement, 1962

Space Assignments In Case of Rain

<u>Academic Unit</u>	<u>Faculty Assembly Area</u>	<u>Auditorium</u>
V.T.I.	Hallway, Parkinson Lab.	Browne
Education	Cross Halls, Main	Shryock
L.A. & S.	Lower Hallway, West Door University Center	Ballroom, University Center
Agriculture	North Hallway, North Wing, Agriculture Building	Muckelroy
Business	Hallway, Ground Floor, University School	Furr Auditorium
Communications	Lobby, Playhouse	Playhouse
Fine Arts	Lower Hallway, Morris Library	Library Auditorium
Home Economics	Home and Family Department	Family Living Laboratory Home Economics Building
Technology	Lower Hallway-West Door University Center	Ballroom, University Center
Community Development	Lower Hallway-West Door University Center	Ballroom, University Center
Graduate School	Cross Halls, Main	Shryock Auditorium
Nursing	Lower Hallway Morris Library	Library Auditorium
Faculty Members Receiving Special Service Awards	Cross Halls, Old Main	Shryock Auditorium

Southern Illinois University
Carbondale, Illinois

Office of the Vice President
for Operations

June 5, 1962

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

Because Summer Session classes begin at 7:30 a.m., it is requested that all administrative and departmental offices of the University be open from 7:30 a.m. until 4:30 p.m. Monday through Friday. Saturday hours may remain as 8:30 a.m. until 12 noon.

Summer hours will be observed from June 13 to September 15, 1962.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

June 25, 1962

GENERAL BULLETIN TO THE FACULTY

We would especially like to invite and encourage the faculty and students in our Summer Session to attend the Annual Book Exhibit and Educational Materials Exhibit which is being held for the first time in the University Center. Approximately 100 exhibitors will be exhibiting this week starting Tuesday, June 26.

Exhibit hours:

June 26

10:00 a.m. to 11:30 a.m.
12:45 p.m. to 3:30 p.m.

June 27

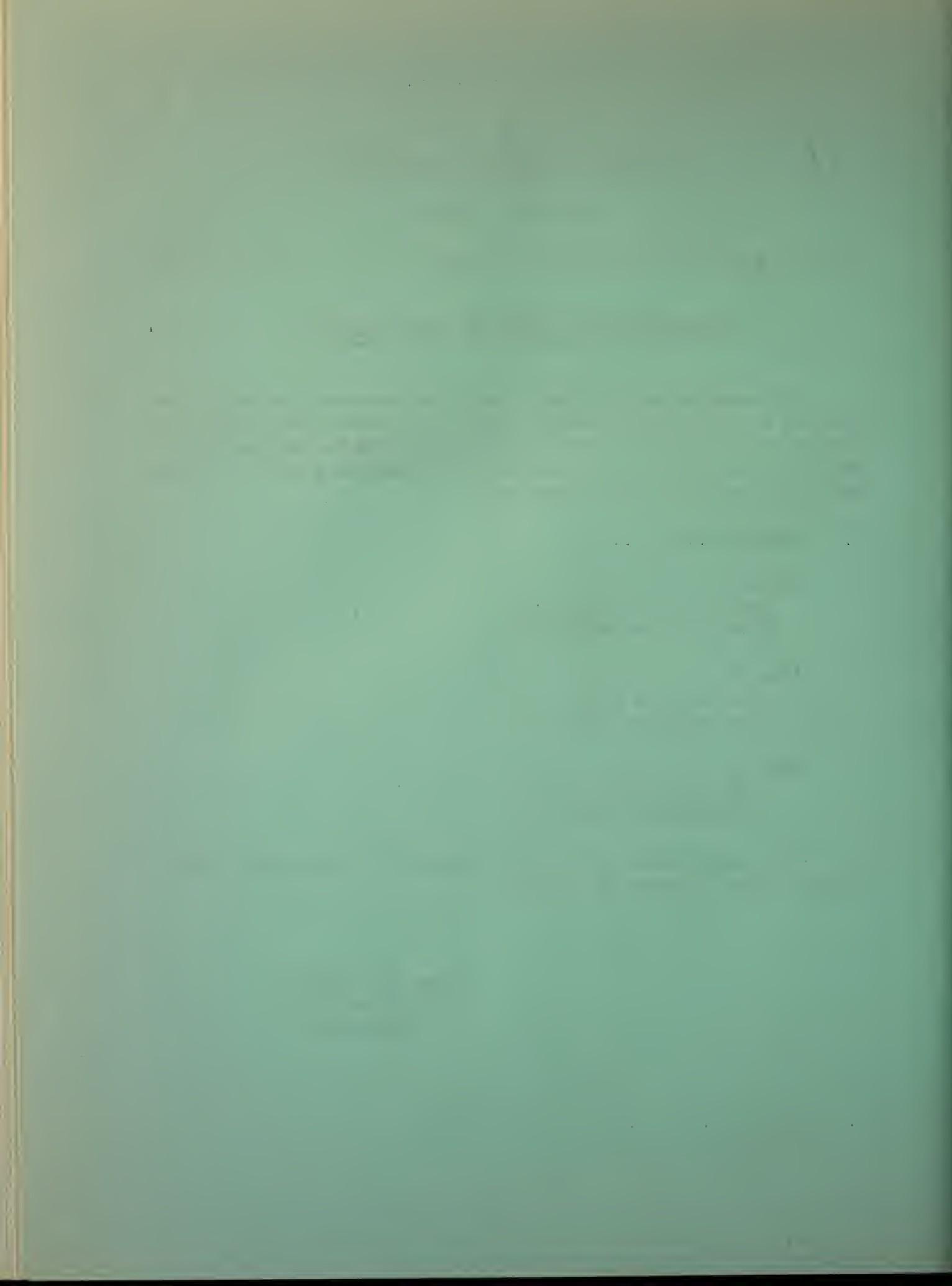
7:30 a.m. to 11:30 a.m.
12:45 p.m. to 3:00 p.m.

June 28

7:30 a.m. to 11:30 a.m.
12:45 p.m. to 2:30 p.m.

The annual picnic of exhibitors and faculty will be held at the Campus Lake, Wednesday, June 27.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

July 9, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

In order to facilitate installation of feeder lines in the Thompson Point area, there will be an interruption of electrical service on July 12, 1962, for the following portions of the campus:

8:00 to 8:30 a.m. and 3:30 to 4:00 p.m. for the Thompson Point area and the Agriculture Building

8:00 a.m. until 4:00 p.m. for the Small Group Housing area

John S. Rendleman
Executive Director of
Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

July 13, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

In order to facilitate installation of feeder lines in the Thompson Point area, there will be an interruption of electrical service on July 17, 1962, for the following portions of the campus:

8:00 to 8:30 a.m. and 3:30 to 4:00 p.m. for the Thompson Point area and the Agriculture Building

8:00 a.m. until 4:00 p.m. for the Small Group Housing area

John S. Rendleman
Executive Director of
Business Affairs

Call & let guys know 5.32 - 4.00
as 1.07V



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

July 26, 1962

SPECIAL BULLETIN TO THE FACULTY

In the most recent inspection by the State Fire Marshal, we were enjoined to prohibit smoking in classrooms of Old Main. For those of you who teach in Old Main, please see that this is enforced in your classrooms.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

August 9, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF SERVICE

In order to make necessary repairs to the valves, expansion joints, etc., in our main steam distribution system for the campus, steam will be shut off in certain areas during August and September in accordance with the attached schedule.

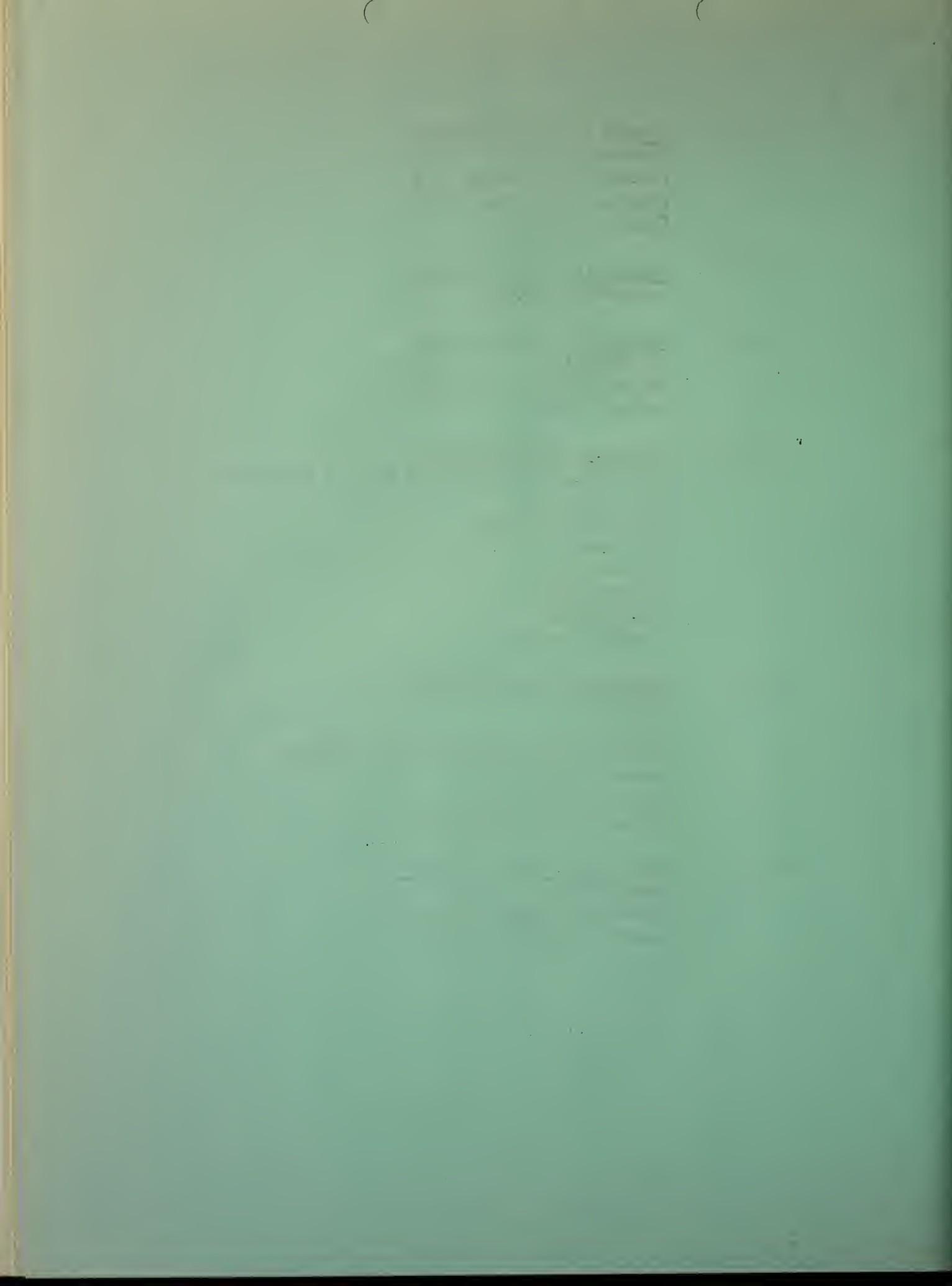
Your cooperation in arranging your programs to comply with this schedule will be appreciated.

All facilities presently utilizing steam which have not been listed will continue to have steam during this repair period.

John S. Rendleman
Executive Director of
Business Affairs



Area I	<u>August 10 to 29 inclusive</u> University School Industrial Education Wing Physical Education Wing Baptist Foundation
Area II	<u>August 10 to 17 inclusive</u> McAndrew Stadium
Area III	<u>August 17 to 30 inclusive</u> Woody Hall Home Economics Building Anthony Hall
Area IV	<u>August 24 to 30 inclusive</u> Parkinson Laboratory and Browne Auditorium Allyn Building Shryock Auditorium Old Main Gymnasium Wheeler Hall Altgeld Hall Dowdell Barracks
Area V	<u>September 4 to 7 inclusive</u> Library Life Science Physical Plant and Botany Greenhouses Animal House Agriculture Building Agricultural Greenhouses
Area VI	<u>September 4 to 10 inclusive</u> Lentz Hall Thompson Point Dormitories Small Group Dormitories



file

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

August 21, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

INTERRUPTION OF ELECTRICAL SERVICE

In order to perform necessary work in transformer vault No. 13, it will be necessary to interrupt electrical service from 8 a. m. to 12 noon on Tuesday, September 4, 1962, in Altgeld and Wheeler Hall.

There will be two short electrical interruptions of 5 to 10 minutes in the following buildings at 8 a. m. and again around noon:

Parkinson Laboratory
Allyn Building
Shryock Auditorium
Anthony Hall
Old Main
Gymnasium
Baptist Foundation
University School

Your cooperation during this period will be appreciated.

John S. Rendleman
Executive Director of
Business Affairs



Southern Illinois University

Carbondale, Illinois

Office of the Vice President
for Operations

September 12, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

Office hours for all administrative and departmental offices will revert to the hours 8 a.m. - 5 p.m., effective Monday, September 17, 1962. Saturday office hours will remain the same - 8:30 a.m. until 12 noon.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the President

October 1, 1962

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

SOME CLARIFICATION OF SOUTHERN ILLINOIS UNIVERSITY'S INTERNATIONAL PROJECTS

This is in response to inquiries made by a number of the faculty concerning the status of our cooperation with the federal government in its programs in other countries.

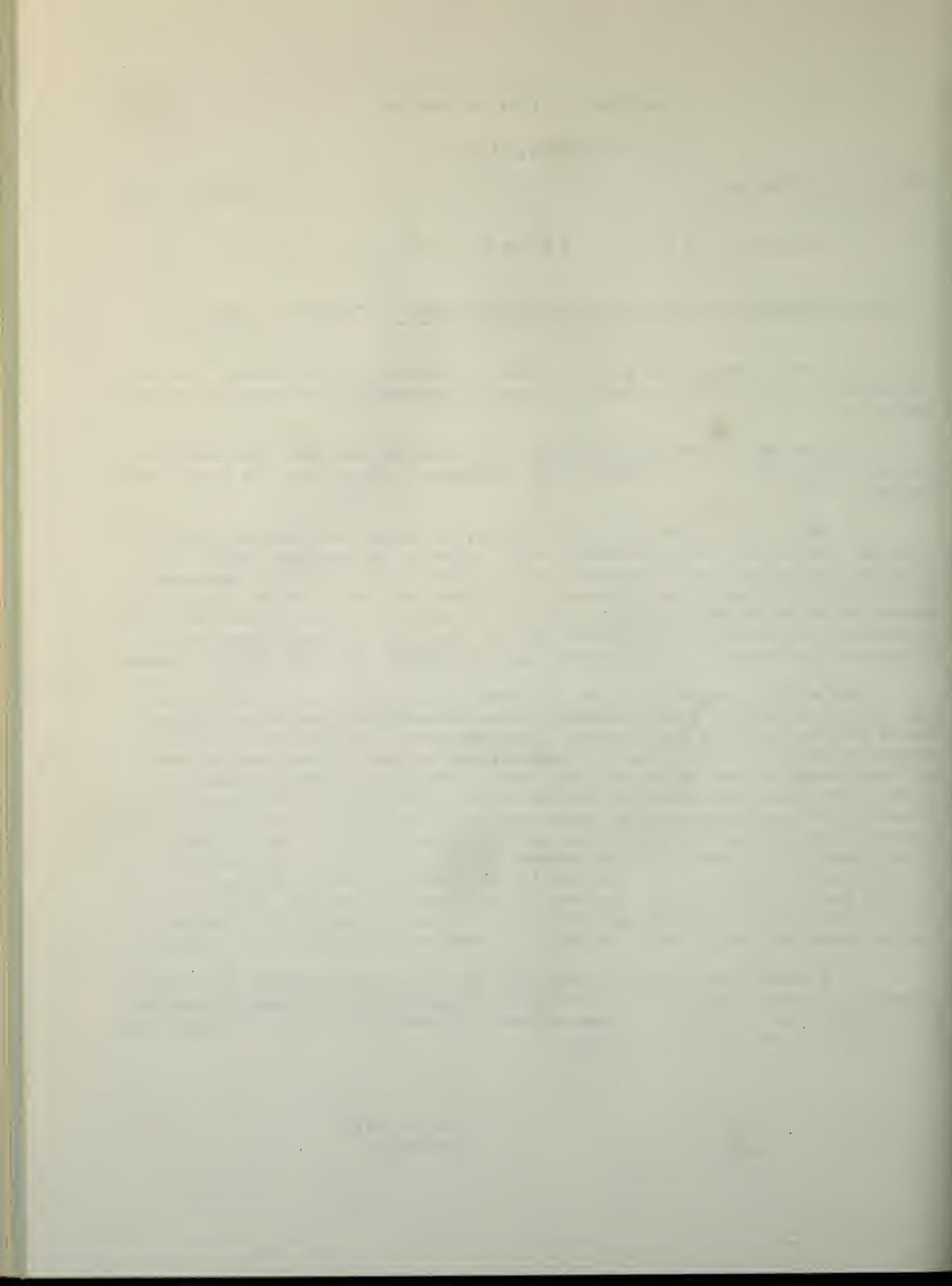
A. Our international projects, such as those in Viet-Nam, are immediately responsible to the Office of Research and Projects which, in turn, is part of the Graduate School.

B. The Office of Research and Projects, as established several years ago, is a functioning part of the Graduate School headed by an Associate Dean. Its major purpose is to provide a central point through which programs of research as well as other programs involving grants, contracts, or special relationships with outside agencies can be channeled. All such projects should go through the Office of Research and Projects so that there will be one place in the University which can maintain information on and provide logistic support for this kind of endeavor.

Much of this program has been in operation since 1957, but a little over a year ago the University became involved in two international contracts with the Agency for International Development. These contracts, coupled with the ever-increasing emphasis being placed on international projects of one type or another both within and without the University, make it logical for consideration to be given to providing experienced assistance in the logistics and other matters involved in the smooth operation of these projects. For about two years the University officials have been corresponding with Dr. Robert Jacobs about this position. In the meanwhile the work has been parceled out among members of the staff on a part-time basis. However, Dr. Jacobs this fall joined the staff of the Office of Research and Projects and will give most of his time to developing and coordinating our international programs and providing informational service to foreign student groups and institutes or study committees having international interests.

C. In order that fiscal responsibilities may be fixed and for the purpose of assuring smooth negotiation of new grants and projects, the fiscal officers of accounts utilized in support of international programs should be in or responsible to the Office of Research and Projects.

Delyte W. Morris
President



mnell

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

October 5, 1962

SPECIAL BULLETIN TO FACULTY AND STAFF

SUBJECT: Policy for all Departments and Individuals Using Refrigerators for Storing Flammable Liquids or Other Volatile Materials.

Recently on a University campus a refrigerator explosion occurred. The refrigerator itself was a total loss. Fortunately no one was injured. A fire followed the blast and the loss amounted to several hundred dollars.

The cause and effect in refrigerator explosions are well-known. An open or semi-open vessel containing flammable solvent is placed inside a refrigerator. The solvent vaporizes and eventually an explosive atmosphere fills the refrigerator. A spark is created by the operation of the automatic temperature control switch or in some other way, and an explosion takes place. Because the refrigerator box is virtually vapor-tight, the explosion is violent. Sometimes the refrigerator door is torn from its hinges. Serious injuries, fire, and a loss of laboratory facilities and research projects are likely possibilities.

A plan to prevent the possibility of this type of explosion is to alter the standard refrigerator so as to remove from the inside of the box all electrical apparatus, including the light and automatic light switch, thermostatic controls, etc. This would eliminate the sources of ignition for an explosive mixture. Alterations must be done to the refrigerators now in use and to any purchased new or used for laboratory use. The best solution, however, would be to purchase explosion-proof refrigerators in the first place.

This policy does not apply to refrigerators not used for storage of flammable solvents.

To expedite necessary action a corrective measure has been approved to pay for the required immediate alterations out of general Carbondale Campus funds. All future modifications, however, will be born from departmental funds.

To eliminate this potential hazard a survey report from all departments (negative or otherwise) will be appreciated to insure receipt and understanding of this policy. Information required from applicable departments is as

follows: type, size, make, model, number of units, and any other pertinent identifying features or characteristics helpful for determining alteration cost figures.

A recommended deadline for your replies, to be mailed to my office, has been established as October 15, 1962. Your cooperation in this matter will be appreciated.

Further information may be obtained by calling Mr. O. K. Halderson at 3-2558.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINIS UNIVERSITY

POST

Carbondale, Illinois

Vice President for Operations

October 9, 1962

SPECIAL BULLETIN TO THE FACULTY AND STAFF

On Thursday, October 11, 1962, the Southern Illinois University siren will be sounded at 2:45 p.m. (ALERT SIGNAL) and at 3:05 p.m. (TAKE COVER SIGNAL). This sounding of the siren will be for the purpose of informing the students and others and for helping all of us to recognize the Alert Signal and the Take Cover Signal if it should become necessary to use them.

FACULTY MEMBERS ARE REQUESTED TO TAKE A FEW MINUTES TO PRESENT THIS INFORMATION TO THE STUDENTS IN THEIR 2:00 AND 3:00 CLASSES AT THE TIME THE SIREN IS BEING SOUNDED ON OCTOBER 11, 1962. THIS IS TO BE A TEST ONLY.

A. ALERT SIGNAL---A STEADY WILDCAT BLAST OF SOME THREE TO FIVE MINUTES DURATION

This means that information has been received from the U. S. Weather Bureau that there is a confirmed Severe Weather Forecast for our area. Radios should be tuned to radio stations WSIU or WCIL for specific information which will be broadcast while the alert is being continued.

B. TAKE COVER SIGNAL---A SERIES OF SHORT BLASTS OF THREE TO FIVE MINUTES DURATION. THESE BLASTS WILL BE SEPARATED BY 20 SECOND INTERVALS.

This means that we have received a Severe Weather Warning for our area and that severe weather or a possible tornado is imminent. Persons in the area should TAKE COVER in the designated places. Campus streets should be cleared, gas and electricity should be turned off in the buildings, telephones should be used only for emergencies, and windows and doors on the NORTH and EAST should be left open with discretion.

CLASSES ARE NOT TO EVACUATE
THIS IS A SIREN TEST ONLY


John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

October 19, 1962

SPECIAL BULLETIN TO THE FACULTY AND STAFF

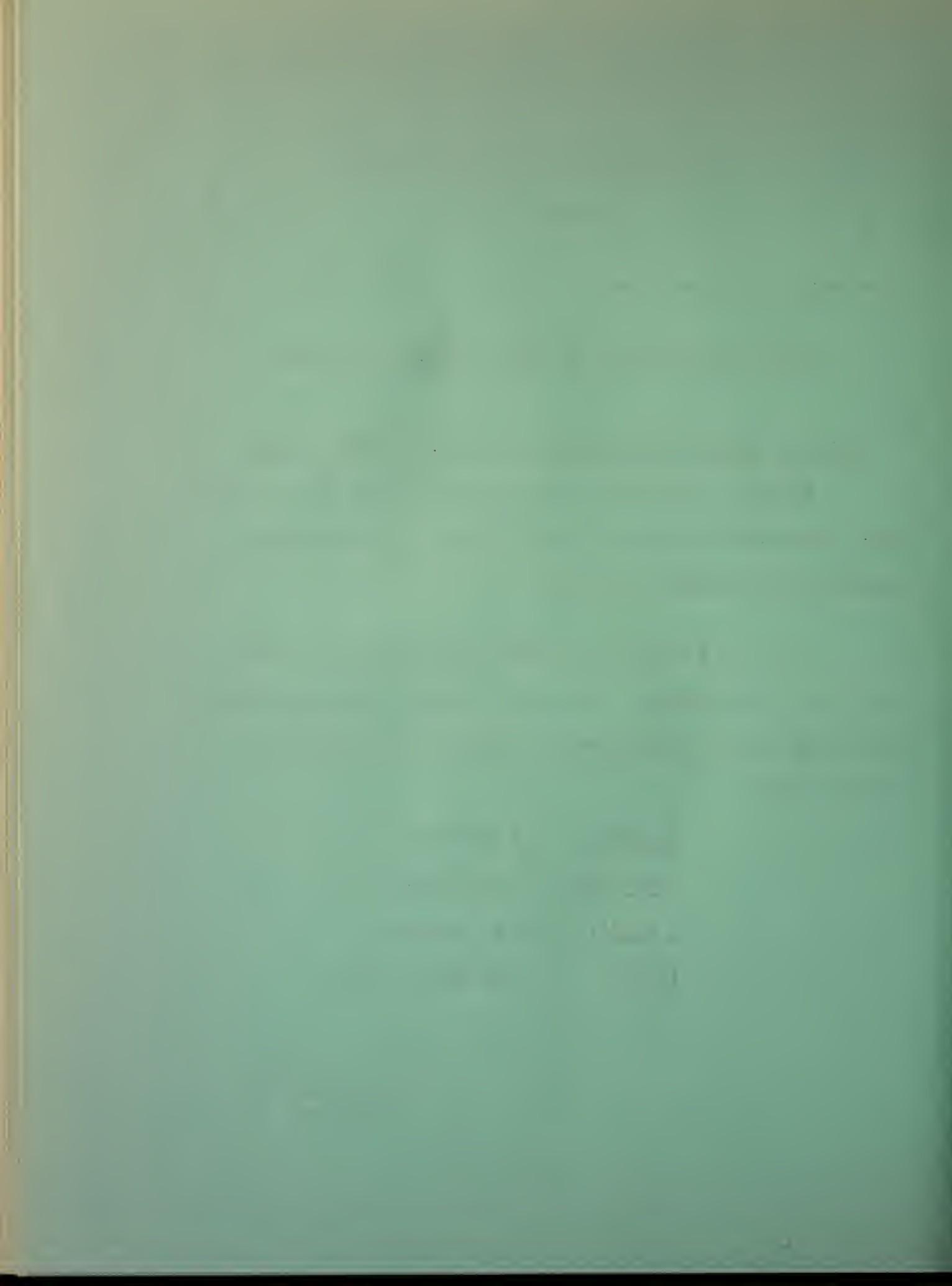
FIRE OR OTHER EMERGENCY REPORTING PROCEDURES

Effective immediately, the procedure for reporting a FIRE or other EMERGENCY condition on the Carbondale Campus has been changed and centralized as follows:

THE FIRST PERSON TO DISCOVER A FIRE OR OTHER
EMERGENCY CONDITION WILL CALL 453-2323 (University Police)
FROM THE NEAREST TELEPHONE, GIVING THE FOLLOWING
INFORMATION:

<u>NATURE</u>	of the disaster
<u>LOCATION</u>	of the disaster
<u>EXTENT</u>	of the disaster
<u>NAME</u>	of the person calling

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

October 29, 1962

SPECIAL BULLETIN TO THE FACULTY

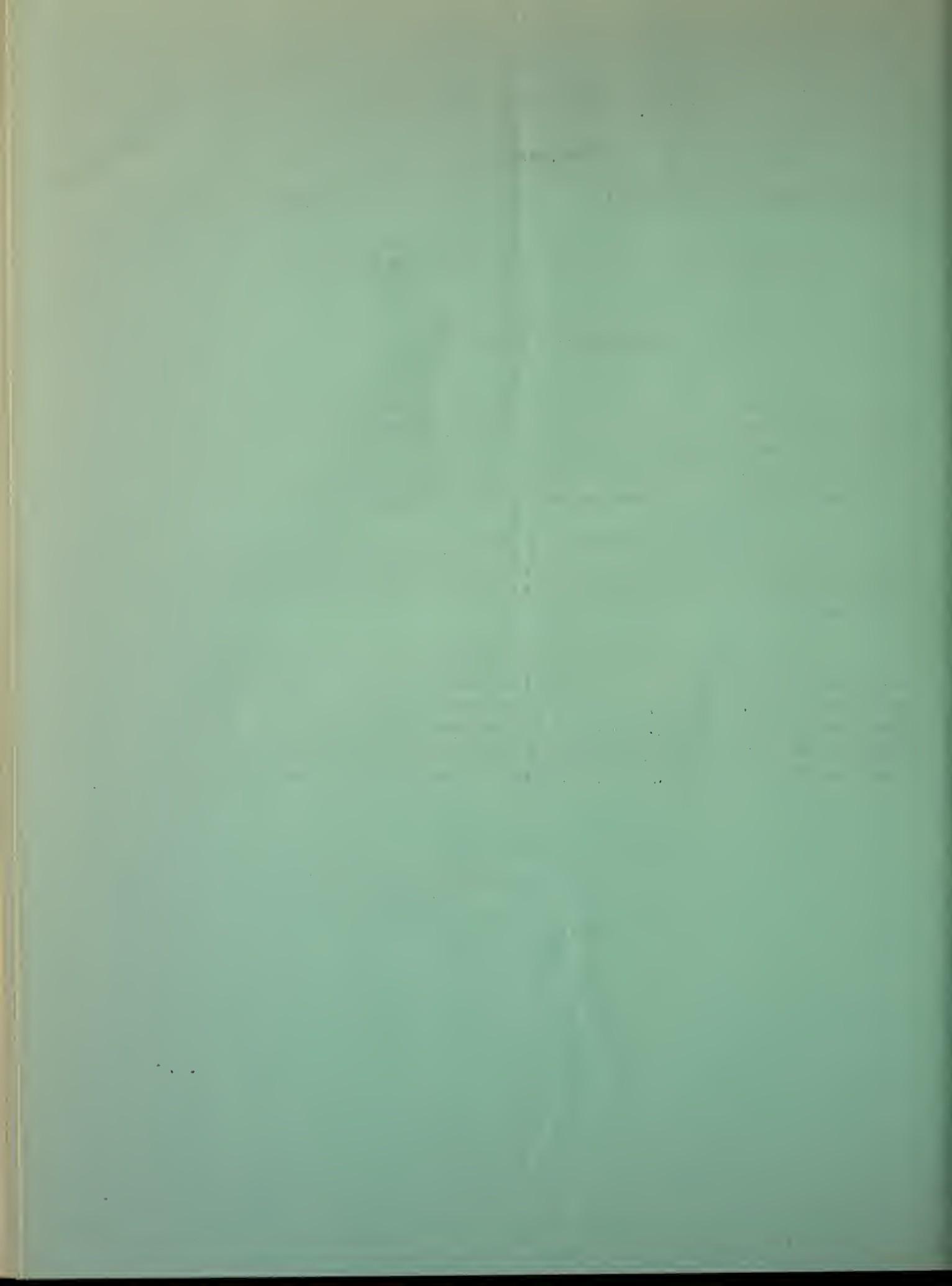
Chicagoland Career Day

On Thursday, November 1, 1962, the student body of Southern Illinois University in co-operation with the professional business fraternity Alpha Kappa Psi, the Chicago SIU Alumni Club, the Chicago Association of Commerce and Industry, the Alumni Service, and the Placement Service is sponsoring the CHICAGOLAND CAREER DAY.

This activity will involve approximately 25 Chicago area firms and organizations, including the City of Chicago Schools and the Cook County Schools. They will have display booths in the Ballroom of the University Center.

The general theme of the Career Day will be to emphasize to our students and faculty the various economic, cultural, social, and civic opportunities available within the greater Chicago area. Since this is an all-day activity, it is our hope that as many thousands of our students, faculty, and staff as possible will avail themselves of this opportunity to become better acquainted with our friends from Chicago.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 1, 1962

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

Amendment of the Statutes

After due consideration by the University Council of several proposals to amend statutory provisions for the University Journalism Council, the members of the University Council have agreed that the faculty at large should have an opportunity to study and suggest revisions of the amendments now being considered. These amendments provide for two new media of student communications (radio and television) which have been created since the Statutes were adopted and also provide for student communications media on all campuses of the University.

Attached hereto is a copy of the statement now under consideration by the University Council. I sincerely hope that each of you will study this matter with a view to giving the members of the Council the benefit of your thinking about the proposed amendments. Please note that the proposed statement covers only student participation in such activities as radio, television, and student publications, and does not refer to instruction or research in communications.

Because of the necessity of expediting this matter, it will be in the best interests of the student body, the University, and all other interested parties if you will send your expressions of opinion to Professor Max Turner, Secretary of the University Council, prior to Friday, November 9. Please be assured that any advice you may be able to give will be duly considered and appreciated.

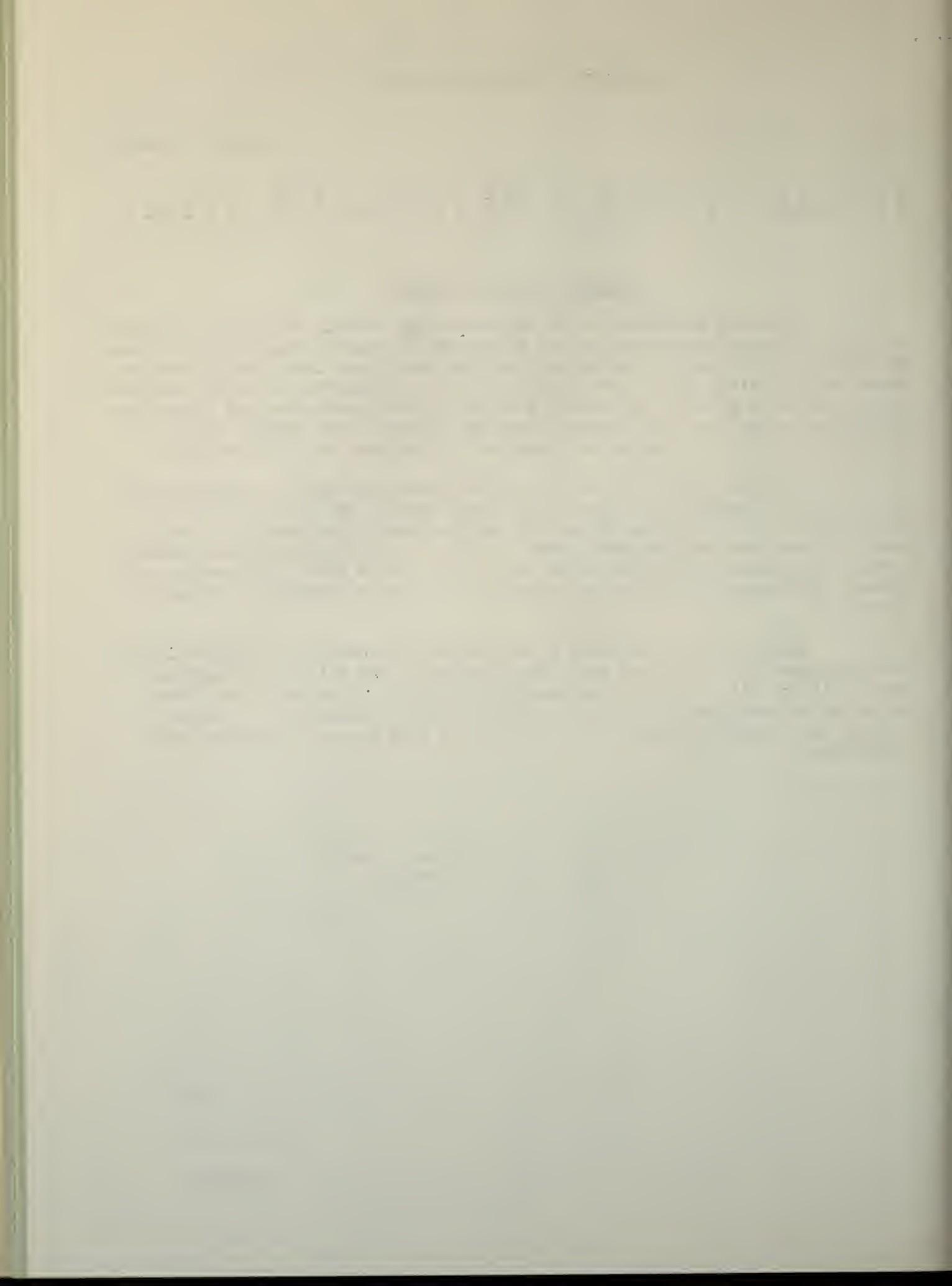
Delyte W. Morris
President

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Nov. 1, 62

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NOV 12 1962

SERIALS DIVISION



PROPOSED CHANGE IN BY-LAWS, STATUTES,
AND REGULATIONS OF THE BOARD OF TRUSTEES

Part V

Article IV. Student Organizations

Section 3. The University Communications Council

A. Personnel and Authorization.

The University Communications Council consisting of four students (two from each campus) named by the student government, four faculty members, one of whom shall be elected by the Council as chairman, and two non-University persons appointed by the President of the University shall be the agency advisory to all recognized official University communications media.

B. Functions.

1. To make recommendations to the University Council on all proposals for adding to or deleting from the official University communications media.
2. To recommend to the University Council policy for the official University communications media relative to: (a) general goals, (b) general content of programs and news copy, (c) uses of student personnel, (d) fiscal needs, and (e) ensuring students of a means of free, responsible expression.
3. To recommend to the University Council changes in policy and the organizational structure of the communications media as need for changes becomes apparent.
4. To serve as a board of review to ensure that the various media are serving the students, the faculty, and the area and are functioning within the established policy.

(This would, if adopted, replace Part V, Article IV, Section 3 of the present By-laws, Statutes, and Regulations of the Board of Trustees--see page 48.)

the same time, the author of "The New Englander" has
written a very good article on the subject.

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SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

November 10, 1962

SPECIAL BULLETIN TO THE STAFF AND FACULTY

Coordination of International Training Activities

This special bulletin is a supplement to the announcement from the President's Office dated October 1, 1962, entitled "Some Clarification of Southern Illinois University's International Projects" and is an extension of the information contained therein. This bulletin deals specifically with utilization of University resources and facilities for training and orientation of foreign students and visitors, both short-term and long-range, who are sponsored by outside agencies. It covers both the Carbondale and the Edwardsville campuses.

At the present time, requests and inquiries concerning training programs for foreign visitors and students are received from a number of sponsoring organizations by various Schools and Departments within the University. In the past each receiving unit has dealt directly with the sponsoring organization. This has resulted in a variety of fiscal and program procedures and arrangements and has created problems both for the University and for the sponsoring groups.

In order to standardize arrangements, to provide a focal point for dealing with outside organizations on such matters, and to free instructional units from administrative details so that they can concentrate on the professional and substantive aspects of training, the following procedures have been worked out.

1. The Office of the Coordinator of International Programs located in Research and Projects, The Graduate School, will serve as the focal point for contacts with sponsoring organizations regarding training, briefing, orientation, or observational programs provided by the University for foreign students and visitors. All known organizations sponsoring such programs will be asked to make their contacts with the University through this office in the near future. It would now be helpful if all offices and units of the University (on both campuses) would supply the Office of the Coordinator with copies of inquiries and requests received directly so that responses to such inquiries and requests can be coordinated by that office. Unsolicited proposals for special training programs and efforts to bring departmental or unit training resources to the attention of sponsoring groups should be channeled through the Office of the Coordinator. S.I.U.'s new Coordinator of International Programs is Robert Jacobs, formerly a Foreign Service Officer in the Agency for International Development.

2. A fiscal account is being established to receive all fees charged by the University for handling training and orientation of foreign students and visitors. A uniform schedule of fees will be worked out by the Office of the

the first time in the history of the world, the
whole of the human race has been gathered
together in one place, and that is the
present meeting of the General Assembly.
The world is now in a state of
utter confusion, and there is no
doubt that it will be still more
confused in the future. The
present meeting of the General
Assembly is the first step towards
the establishment of a
universal government, which
will be able to
control the
whole of the
human race.
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human race.

Coordinator, taking into account the costs to be reimbursed to the implementing instructional unit or units and the administrative and overhead costs of University management. The implementing instructional unit within the University (School, Department, or Office) will be reimbursed by the fiscal officer of this account for costs incurred by the unit in implementing the training program.

3. The substantive aspects of planning and implementing training programs for foreign students and visitors should still be handled by the host unit or units within the University. No commitment of departmental resources for training purposes will be made by the Office of the Coordinator without first checking with the unit concerned.

Existing programs and programs for which other arrangements have already been committed will proceed as otherwise planned, but the Office of the Coordinator should be notified of such programs and the related arrangements as soon as possible. Existing programs which are either long range or recurring will so far as possible be restructured to take advantage of the presence of Mr. Jacobs on our staff.

Delyte W. Morris
President

and the other two were in the same condition. The first was a small, dark, irregularly shaped mass, about 10 mm. in diameter, situated in the upper part of the right lobe. It was surrounded by a thin capsule which was easily ruptured, and the tumor was found to consist of a soft, yellowish, granular tissue, containing numerous small, pale, yellowish, lobulated structures, which were easily torn apart. The second tumor was a small, well-defined, oval mass, situated in the lower part of the left lobe. It was surrounded by a thin capsule, which was easily ruptured, and the tumor was found to consist of a soft, yellowish, granular tissue, containing numerous small, pale, yellowish, lobulated structures, which were easily torn apart. The third tumor was a small, well-defined, oval mass, situated in the lower part of the right lobe. It was surrounded by a thin capsule, which was easily ruptured, and the tumor was found to consist of a soft, yellowish, granular tissue, containing numerous small, pale, yellowish, lobulated structures, which were easily torn apart.

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 19, 1962

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

GENERAL FACULTY MEETING

There will be a general meeting of the University Faculty of the Carbondale Campus in Furr Auditorium at the University School at five o'clock on Monday afternoon, November 26. The regrettable lateness of the hour is due to a scheduled class in Furr Auditorium at 4:00 p.m.

The chief item for the agenda will be a review of the academic development of the various instructional departments and divisions on both campuses within the past fourteen years. To this end, our facts and figures people have prepared a graphic presentation of trends and tendencies.

Delyte W. Morris
President

SPECIAL BULLETIN TO THE FACULTY

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

December 7, 1962

Dear Faculty Member:

Whether or not you attended our last faculty meeting, you probably know that a program of slides was presented depicting in a highly general way the growth of the academic departments and divisions of Southern Illinois University. This faculty meeting was planned as one of a series which will go on to cover, on a University-wide basis, the questions of general faculty welfare, the changing objectives of the major academic units, and significant developments in such programs as area services and student affairs.

Although the material for these meetings must necessarily be derived from data concerning the individual departments and divisions, these data are being presented with a broad intention, namely, to give interested faculty members a rapid overview both of the recent growth of the University and of its potentials and problems for the future. In effect, we are attempting to report within the family matters of internal interest which can best be presented orally and somewhat informally.

Since members of the University Faculty will shortly have ahead of them the problem of reviewing proposed changes in the University Statutes which will call for the exercise of their best judgment in matters not necessarily affecting their own disciplines, it was thought that a rapid review of fields of major concern would be worthwhile. These presentations will not, of course, eliminate the necessity for studies in depth of certain problems, for meetings of special groups to study special situations, or for sessions devoted to debate and discussion.

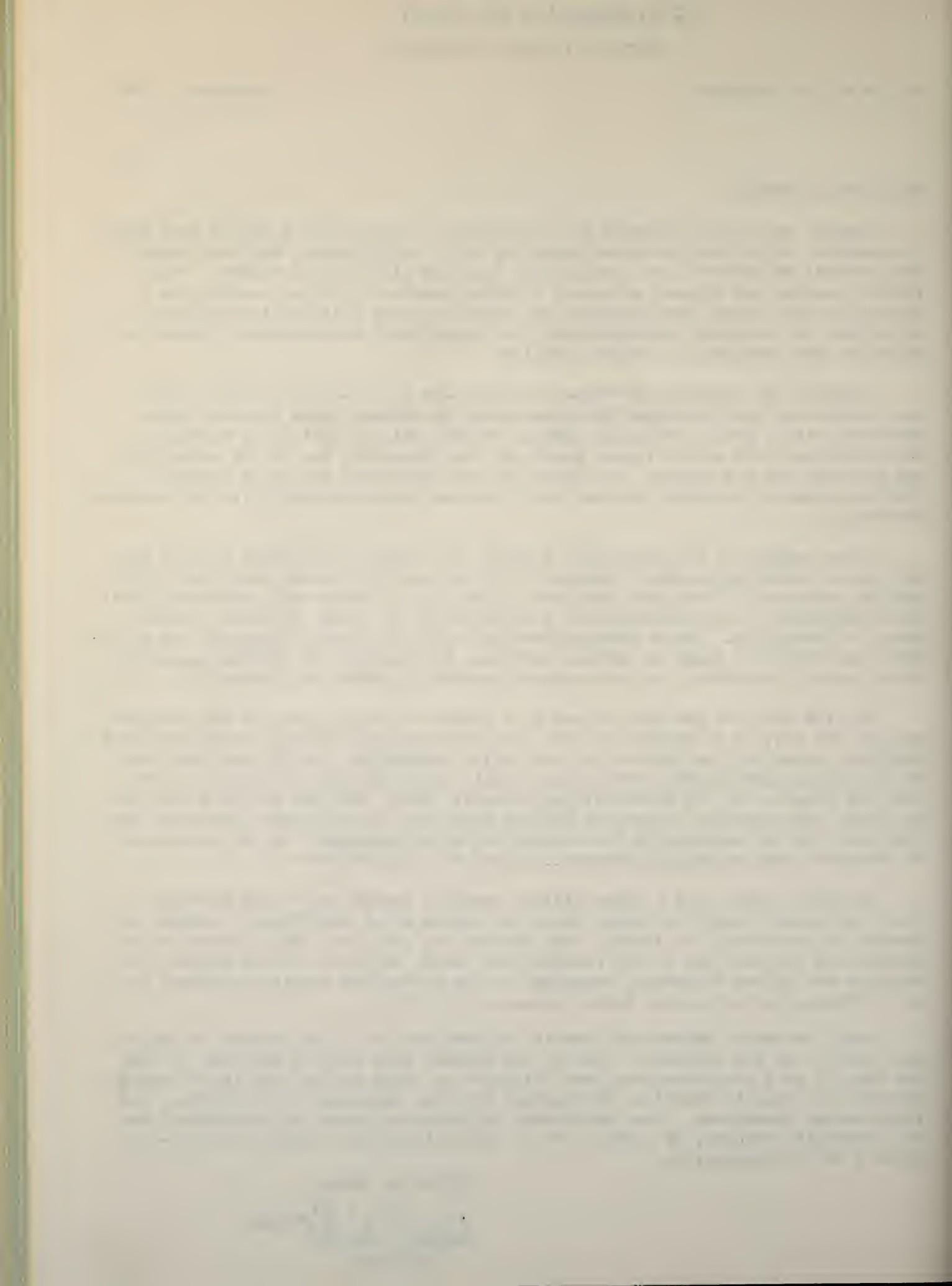
But the question has been raised by a number of people, both in the administration and out, as to whether or not, with our scattered and busy faculties, such meetings accomplish the purpose and are really worthwhile. Is it true that most of our faculty members are more concerned with their own special interests than with the progress of the University as a whole? Would they not take the trouble to obtain the necessary background without attending the meetings? Could not the time spent in the meetings be better used for other purposes? Is the percentage of absentees such as to make the meetings largely ineffective?

Attached please find a sheet listing possible topics for future meetings. Would you please check the titles which you regard as of significant interest and concern to the faculty at large? Your answers may give us a basis either for re-programming the meetings or for reducing the number of them. Please return your reply to Mr. Elbert Fulkerson, Secretary of the University Faculty, Southern Illinois University, Carbondale, before December 14, 1962.

Also, we should appreciate specific suggestions as to the conduct of faculty meetings on the two campuses. Most of the matters that used to be taken up with the faculty as a whole have now been delegated to other bodies like the University Council, the Faculty Councils, the various schools, colleges, and divisions, and inter-campus committees. Your assistance is therefore needed in determining how the University Faculty, as a body, can in its meetings best achieve an over-all picture of the University.

Sincerely yours,

Delyte W Morris
Delyte W. Morris
President



morris

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the President

December 10, 1962

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

ANNUAL PERSONAL REPORT

The annual report forms for the faculty members on continuing appointments are being placed in the mailboxes this week. They should be filled in as described on the forms and three copies should be returned to the office of your Vice-President for Operations before January 19, 1963. These forms cover the activities of the calendar year 1962 only.

All members of the faculty-administrative staff on continuing appointments and with the rank of instructor or above should fill out these forms because of their use in evaluations for increases in salary and rank. A statement about the importance and use of these forms appeared in the General Bulletin to the Faculty under date of January 7, 1962. Members of the staff not on continuing appointment may request forms from the President's Office and fill them out at their own option.

One of the copies is for the Office of the President, one for the vice-president for operations and deans of instruction, and one for use by school and college deans, division heads, and chairmen. The fourth copy should be retained for an individual's file.

Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

April 22, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

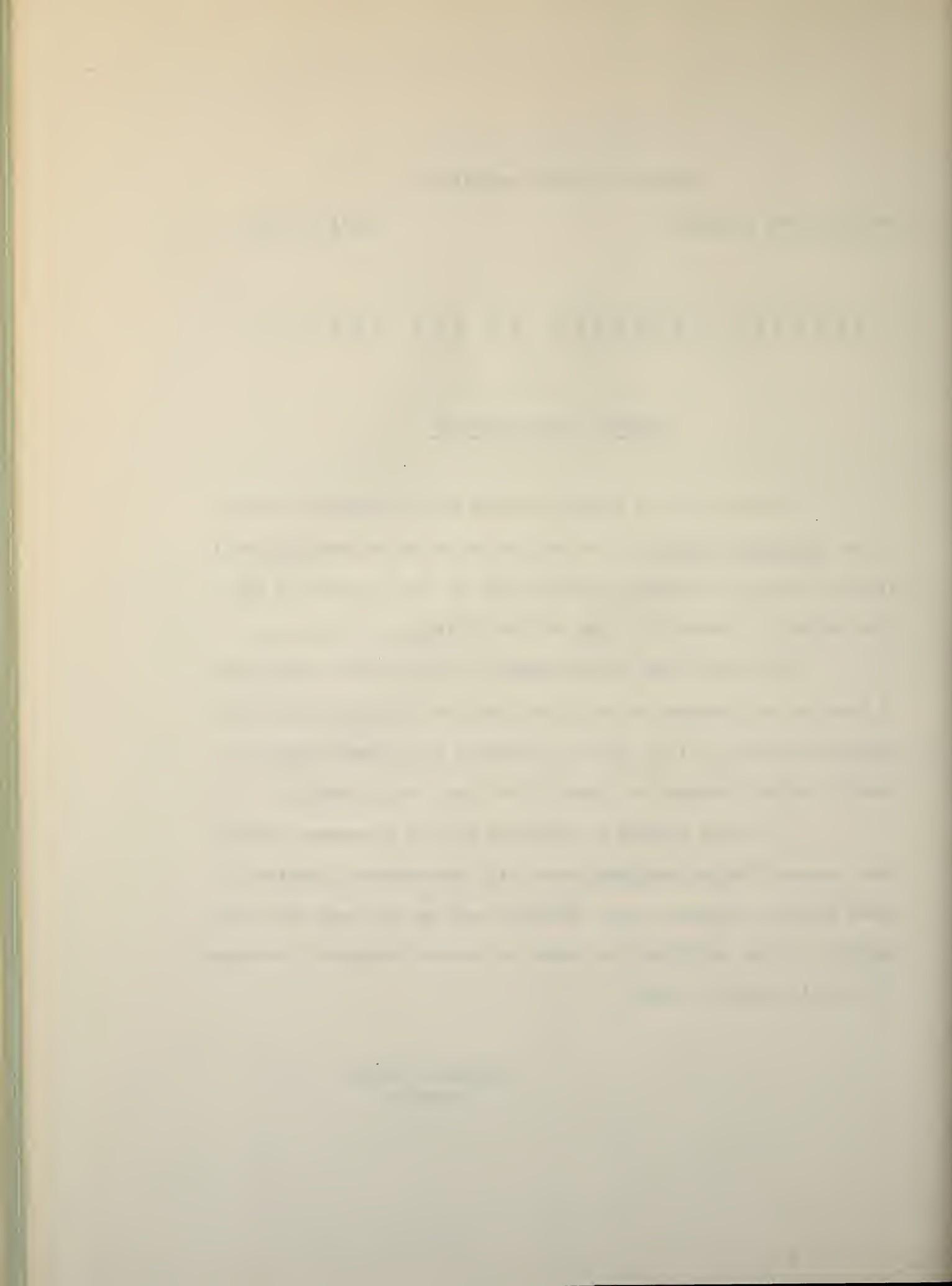
GENERAL FACULTY MEETING

There will be a general meeting of the University Faculty of the Carbondale Campus in Furr Auditorium at the University School at five o'clock on Thursday afternoon, May 9. The lateness of the hour is due to a scheduled class in Furr Auditorium at 4:00 p.m.

The chief item for the agenda will be a brief presentation of benefits and services of the University that are available to the University Faculty. This was the item which the largest number of faculty members proposed as a topic after last fall's meeting.

It is now planned to alternate quarter by quarter between large general faculty meetings, which will concentrate on matters of broad concern, and small group meetings, such as were held the winter quarter, to give individuals a chance to express themselves on matters of special concern to them.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

May 16, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

At the University Council meeting in Edwardsville, Wednesday, May 15, the Council approved a proposal submitted by the ad hoc Inter-Campus Committee on the Establishment of an All-University Student Council, with a few changes in phrasing to bring it into conformity with the Bylaws and Statutes of the Board of Trustees.

The recommendation of the University Council that this statement be put immediately into effect has been approved and the ad hoc Inter-Campus Committee on the Establishment of an All-University Student Council has been requested to arrange for immediate activation of the program. For the information of both staff members and students, the text of the statement is given below:

ALL-UNIVERSITY STUDENT COUNCIL

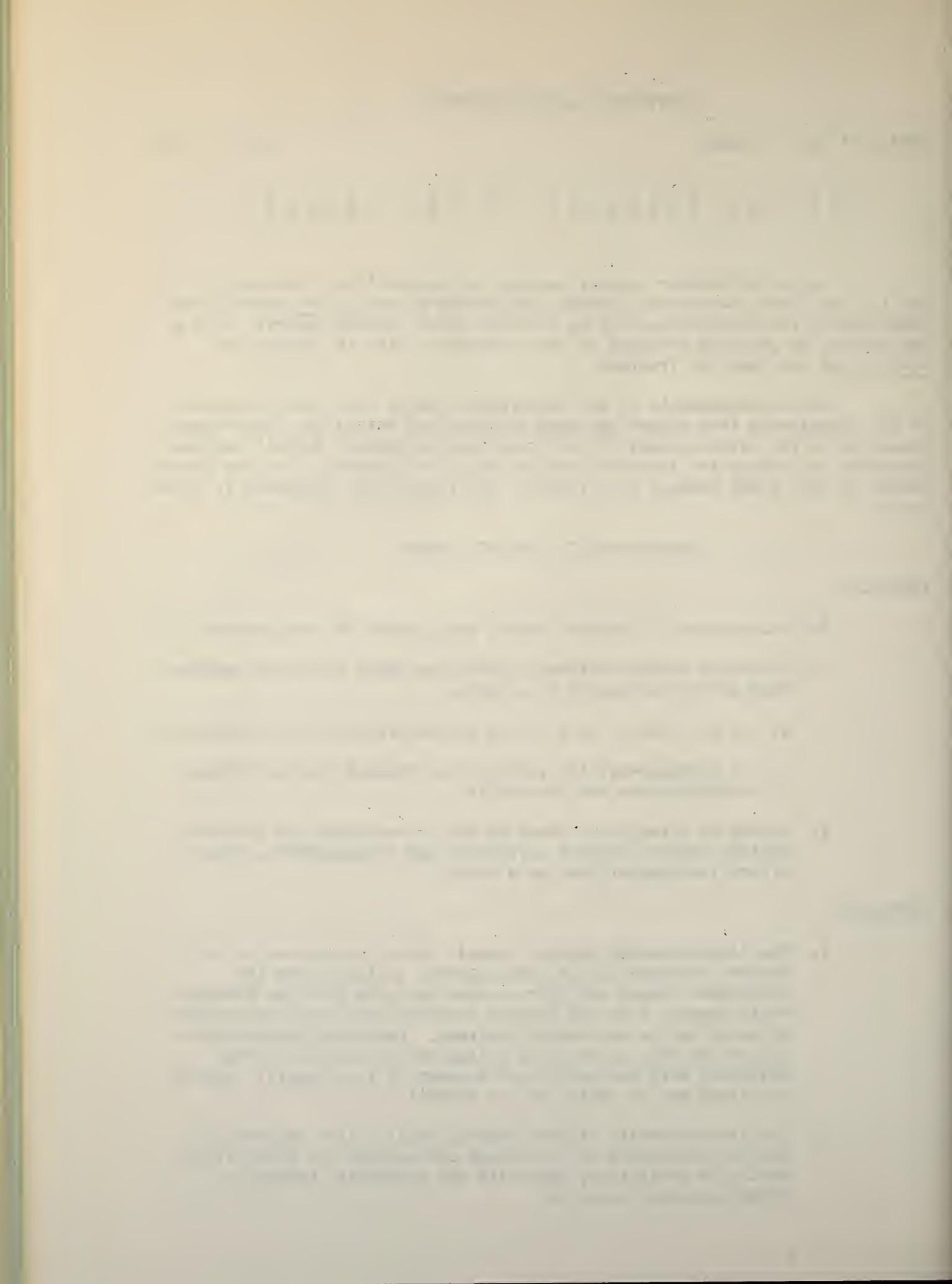
FUNCTION

The All-University Student Council shall exist for the purposes of:

1. Proposing recommendations on policies which affect the student body of the University as a whole.
 - a. As an advisory body to the administration of the University.
 - b. As a representative voice of the student body to national organizations and the public.
2. Acting as a reviewing board on policy proposals and recommendations made by student government and organizations, which affect the student body as a whole.

MEMBERSHIP

1. The All-University Student Council shall be composed of eight student representatives, four elected at-large from the Carbondale Campus and four elected at-large from the Edwardsville Campus, with the Council choosing one of its own members to serve as the non-voting chairman. Unexpired terms occurring on the Council shall be filled by appointment by the chairman, with the advice and consent of the Council. Special elections may be called by the Council.
2. The All-University Student Council shall select one faculty advisor, who shall act as fiscal officer for the Council, and shall, by invitation, meet with the University Council or other statutory councils.



TERM OF OFFICE

1. The members of the All-University Student Council shall serve for a term of one year and the faculty advisor shall serve for a term of two years.
2. Members shall be elected, at-large from each campus, in regular elections conducted during the spring quarter.

QUALIFICATIONS

The candidates for membership on the All-University Student Council shall be full-time students in good standing with the University. They cannot hold elected office in any other University student organization. Candidates must have a 3.5 scholastic average.

MEETINGS

The All-University Student Council shall meet at least once every month during the school year.

FINANCES

All costs for the operation of the Council shall be allocated from the President's Contingency Fund until regular operating expenses can be budgeted from activity fees at the beginning of the new fiscal year.

PROCEDURES AND RECORDS

1. The articles, regulations, and procedures of the All-University Student Council shall be recommended by the Council.
2. Permanent records of meetings and continuing codification of policy shall be maintained by the Council.

Delyte W. Morris
Delyte W. Morris
President

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

May 18, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

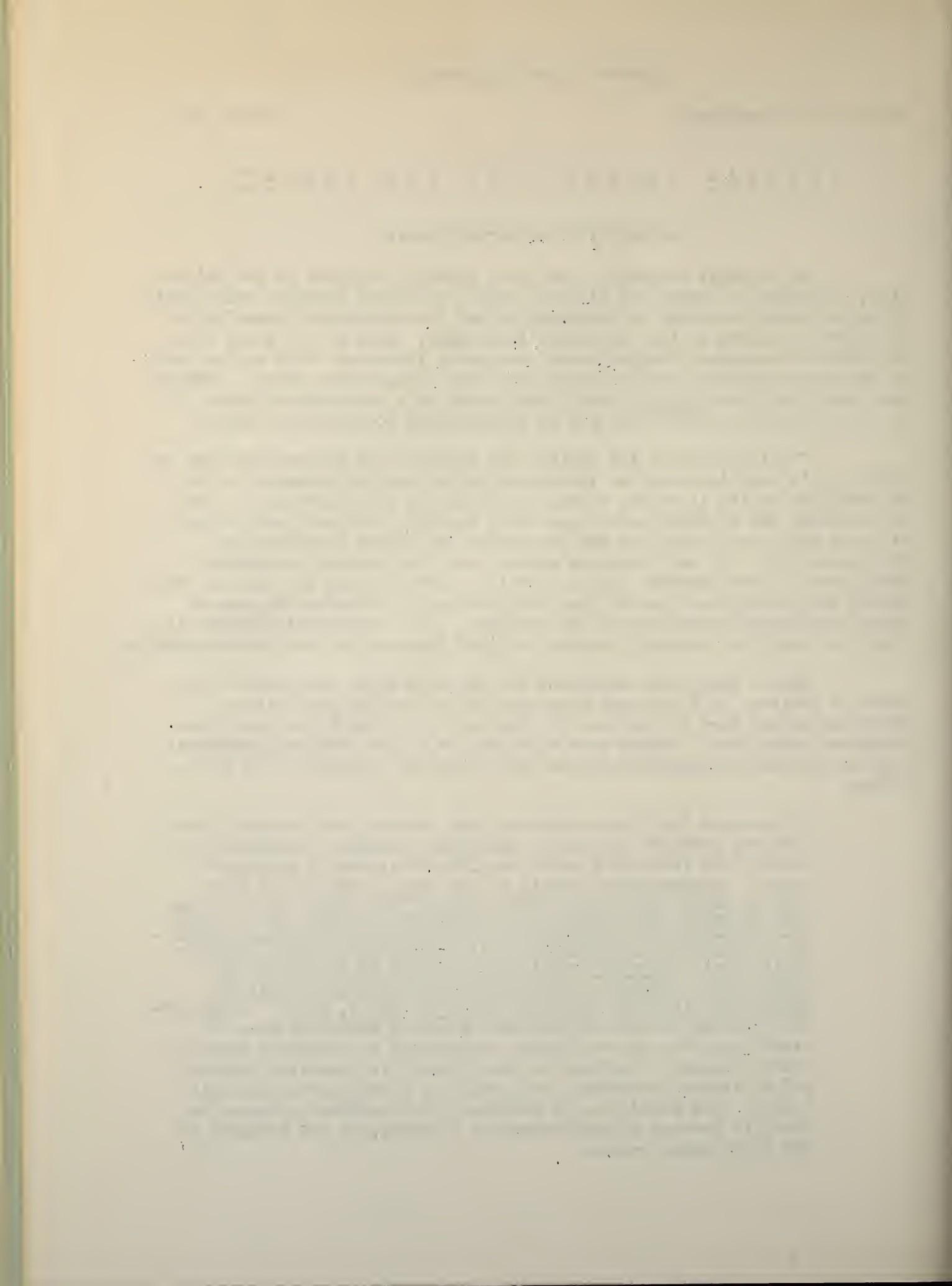
LECTURESHIPS OR INSTRUCTORSHIPS

At a recent meeting of the chief academic officers of the University, including the deans and division heads, it became apparent that widely differing interpretations of lectureships and instructorships prevailed on the different parts of the University's campuses. Some of the deans have hesitated to recommend inexperienced persons or temporary staff to the rank of instructor because instructorships may lead to permanent tenure. Others have used the title Lecturer, with appointment on a year-by-year basis, on the assumption that this title had no relationship to permanent tenure.

The intention of the By-Laws and Statutes has always been that an instructor's position could be terminated during his probationary period, provided due notice is given, without prejudice to that instructor. Some of the deans and division heads have felt, however, that such notice constitutes an adverse ruling on the instructor and places a professional stigma upon him. It was therefore agreed that the statement concerning instructors in the Statutes should contain a clarification to indicate that within the probationary period they are regarded as temporary employees unless specifically notified to the contrary. With this clarification, it should be possible to avoid confusion between lectureships and instructorships.

Such a clarifying statement is therefore being submitted to the Board of Trustees as a proposed amendment of the By-Laws and Statutes. Below we reprint Part IV, Article II, Section 2, C, 2 with the clarifying statement underlined. Please note that this in no way affects commitments made to instructors appointed before this statutory amendment goes into effect.

All regular full-time members of the teaching and research staff with the ranks of professor, associate professor, assistant professor, and instructor shall be eligible to attain continuing tenure. Whereas appointments in the three professorial ranks will normally lead to continuing tenure unless made for a stated term or unless due notice to the contrary is given, in the case of instructors all appointments will be temporary term appointments unless otherwise specifically stated in the notice of appointment; provided, however, that the foregoing shall not apply to instructors appointed prior to May 29, 1963. Professionally trained persons in the above academic ranks who serve in capacities that may be broadly interpreted as involving teaching and/or research functions in the library, in extension service, and in student personnel work, shall be eligible for continuing tenure. The Board may, in addition, give continuing tenure to specific persons of the University organization not included in the above-named groups.



MESSRS. DUNCAN AND MOORE TO REPRESENT UNIVERSITY

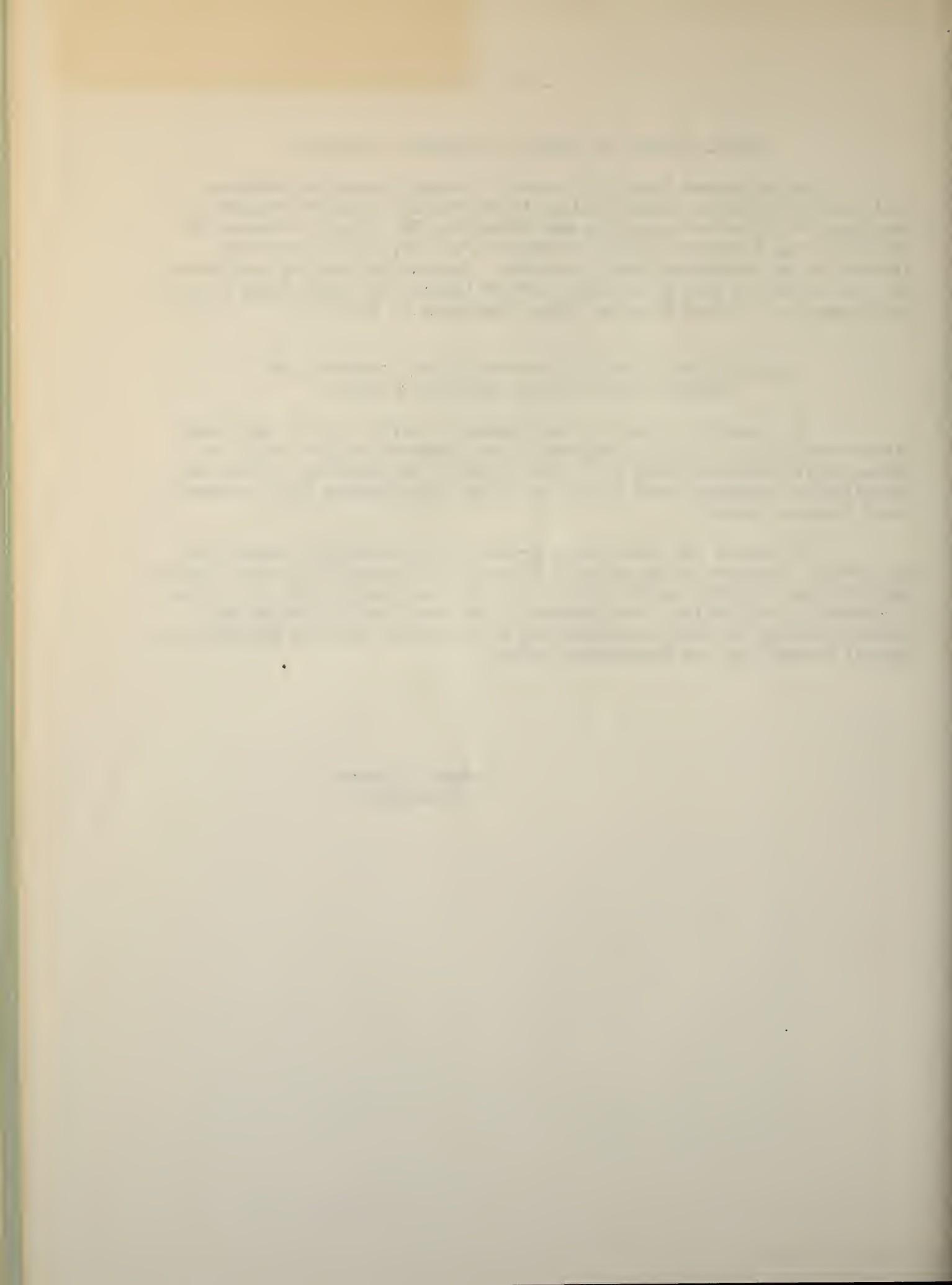
In the recent run-off to obtain a majority vote for Southern Illinois University's representatives to the Faculty Advisory Committee of the State of Illinois Board of Higher Education, Mr. Robert W. Duncan was elected by the Edwardsville faculty members, and Mr. Willis Moore was elected by the Carbondale faculty members. Congratulations and good wishes are due to them as they begin their work of helping the State Board in the development of a Master Plan for Higher Education in Illinois.

ORGANIZATION OF THE NEW GRADUATE COUNCIL PROPOSAL OF
GRADUATE FACULTY STUDY COMMITTEE ADOPTED

At a meeting on May 11, the Graduate Faculty adopted, with only minor modification, a report prepared by the Graduate Faculty Study Committee, which provides for a more active role of the Graduate Faculty in establishing Graduate School policy and which also provides for a reconstituted Graduate Council.

The report has also been approved by the University Council and the central administration, and will be studied for possible further refinements by the committee which prepared it. The new Graduate Council is now in process of activation. Any members of the staff who are not on the Graduate Faculty but who are interested in the report that was adopted may request copies from the President's Office.

Delyte W. Morris
President



filed
SOUTHERN ILLINOIS UNI

MR. VERNON A. STERNBERG
UNIVERSITY PRESS
CARBONDALE CAMPUS

Office of the President

May 28, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

REVISION OF FACULTY COUNCIL STRUCTURE

For well over a year, the University Council has been considering proposals presented by the Faculty Procedures Committee, members of the Council itself, and various other groups and persons concerning the structure of a Faculty Council or Councils in our two-campus one-University situation. Since the Procedures Committee began its studies of the council structure some years ago, quite a few changes have taken place in the organization and the function of the University, with the result that there is a great deal of genuine puzzlement on all sides as to the best method for establishing a Faculty Council organization that can be truly effective in recommending educational policies for the University Faculty and for the University.

The University Council had hoped, during this year, to have advice on this point from Professor T. R. McConnell of the University of California, an expert in the organization of higher education. Professor McConnell has had to postpone meeting with us. The Council, therefore, recently turned to a member of our own staff, Professor F. G. Macomber, who, at its request, read the entire body of material that has accumulated on faculty council structure, and under great pressure of time produced for us the attached document, which is to serve as a basis for further discussions of this issue.

The University Council has now agreed that this document should be distributed to all faculty members, that Professor Macomber should be invited to present his proposals before the existing Faculty Councils at Carbondale and Edwardsville, and that any faculty members who wished to express their views on this matter should send them to the existing Faculty Councils, presumably through the secretaries of these groups. Arrangements are being made for meetings of the Faculty Councils late next week.

Now that we have achieved interim working reorganizations of such groups as the Graduate Council and the University Council itself, and organization of the Communications Council and the all-University Student Council, it behooves us to adapt the Faculty Council structure to the needs of the existing situation. Although all of us are under considerable pressure of time this late in the year, your early and careful attention to this matter will be appreciated.

Delyte W. Morris
President

PROPOSAL FOR FACULTY COUNCIL REGULATIONS

F. G. Macomber

(Prepared at the Request of the University Council and
Submitted at the May 22, 1963, Meeting)

INTRODUCTORY STATEMENTS

The development of regulations to govern the Faculty Council of Southern Illinois University is, as the University Council well knows, greatly complicated by the need for reorganization of the total University organizational structure to accommodate the two-campus, one-university concept. Undoubtedly, certain of the recommendations made in this proposal for a Faculty Council organization will need to be modified as the total organization is firmed up.

Another problem in need of clarification is the rather indefinite nature of the statement of powers and functions of the University Faculty as contained in the "By-Laws, Statutes, and Regulations of the Board of Trustees." These regulations are very vague on powers and responsibility. The University Faculty apparently has the right to set up its own rules of action and to "recommend, through the President of the University, amendment, addition to, or elimination of any Statutes, or Regulations of the Board of Trustees concerning educational matters." In this connection, the powers and duties as listed for the Faculty Council are somewhat more specific and better defined. As spelled out, these powers go considerably beyond those listed for the University Faculty.

The present regulations give to the faculty of each undergraduate college and school responsibility for the formulation of educational policies and regulations within that college or school "except as such

General Patterns of Migration

Introduction

Migration is a complex and far-reaching process involving
the movement of people from one place to another.

Concepts of Migration

Migration is a concept that refers to the movement of people from one place to another. It can be temporary or permanent, voluntary or involuntary. Migration can be internal (within a country) or external (between countries). It can be driven by economic factors, political instability, natural disasters, or personal choice. Migration patterns vary greatly depending on the context and the individuals involved.

One important concept related to migration is the distinction between rural and urban areas. Rural areas are typically characterized by low population density, agricultural activities, and a strong sense of community. Urban areas, on the other hand, are characterized by high population density, industrial activities, and a more diverse population.

Another key concept is the distinction between voluntary and involuntary migration. Voluntary migration occurs when individuals choose to move to a new location for personal reasons, such as job opportunities or better living conditions. Involuntary migration, on the other hand, occurs when individuals are被迫或被迫离开 their homes due to factors such as conflict, natural disasters, or political instability.

Migration can also be categorized based on the duration of stay. Temporary migration refers to individuals who move to a new location for a short period of time, often returning to their original home after a few months or years. Permanent migration, on the other hand, refers to individuals who move to a new location and intend to stay there for an indefinite period of time.

Finally, migration can be influenced by various factors, such as economic opportunities, political stability, and social networks. These factors can either encourage or discourage migration, depending on the individual's circumstances and the specific context of the migration.

In conclusion, migration is a complex and multifaceted process that involves the movement of people from one place to another. It can be driven by various factors and can result in both positive and negative outcomes for individuals and communities.

authority is otherwise assigned by the Statutes and Regulations of the Board of Trustees or as its autonomy is limited by maintenance of general educational policy, and correct academic and administrative relations with other units of the University." This seems to be a masterpiece of indefiniteness so far as it affects the powers and functions of the University Faculty and Faculty Council.

The Graduate Faculty and Graduate Council and the Intercollegiate Athletic Council seem to exist independently of the University Faculty and bear no relation to it so far as the academic program of the university is concerned.

All in all, the University Faculty seems to be a rather minor organization having unto itself those powers and duties which are not specifically granted to other units of the university organization. This seems to me to be the reverse order of what ought to be. Actually, in my opinion, the All University Faculty should be the unit responsible for all academic and educational policies under the rules and regulations of the Board of Trustees with certain powers and functions delegated to the other units; namely, the Graduate Faculty, the Faculty of the Undergraduate Schools and Colleges and the Athletic Council.

It is not my function, nor assignment, to make recommendations in regard to any unit other than the Faculty Council. However, the statements of powers and functions which I have suggested are affected by my belief that the University Faculty and the Faculty Council should occupy a much more significant place in the University structure than is presently the case.

There was no special bias involved in determining the schools, colleges and divisions making up the representation groups on each campus other than

attempting to get some degree of equality of numbers. The distributions, based on 1962-1963 faculty lists are as follows:

Carbondale Campus

<u>Group</u>	<u>Schools & Col. & Div.</u>	<u>No. Faculty</u>	<u>No. Representatives</u>
I	Technology, Agriculture and VTI	143	2
II	Home Ec., Education	130	2
III	Liberal Arts & Sciences & Fine Arts	251	4
IV	Business & Communication	77	1

Edwardsville Campus

I	Business, Fine Arts & Humanities	65	2
II	Education	35	1
III	Science & Technology	30	1
IV	Social Science	30	1

ASSUMPTIONS BASIC TO RECOMMENDATIONS FOR THE ORGANIZATION OF
THE FACULTY COUNCIL, SOUTHERN ILLINOIS UNIVERSITY

There are several issues upon which there is disagreement among and within various faculty groups and university administrators. This generalization holds for universities in general and for S. I. U. in particular. There are certain assumptions and points of view which affect one's recommendations for a Faculty Council; hence, I have presented those which seem to bear special significance to this report.

1. The academic faculty of the University, acting within and under policies established by the Board of Trustees, is the unit within the University having responsibility for determining policy governing the academic affairs of the University. This responsibility should be broadly interpreted and should include policy making responsibility for all activities and endeavors growing directly out of the academic function of the University. The line between academic and administrative functions is quite distinct in many problem areas, but quite indistinct in regard to others. There are black and white areas which are clearly recognized as academic or as administrative in responsibility; for instance, the determination of the scope and sequence of courses making up a particular academic major or the decisions involved in financing a new dormitory. In the grey areas are such policy problems as those related to research vs. classroom teaching capability as the basis of promotion and salary increases or the addition of a new academic program which may adversely affect the salary level of the present faculty. The respecting of the black and white areas of academic function by the top administrative group and of the clear-cut administrative functions by the academic faculty generally makes it possible for a great deal of cutting across

the dim lines of the grey sections of responsibility without serious tensions arising between the faculty and the administration.

2. Administrators with academic leadership responsibilities, including the president, academic vice-presidents, academic deans, administrators of student personnel, and departmental chairmen, all are members of the academic faculty, and as such, should have a vote in all matters referred to or originated by the general faculty and should be eligible for election to membership on the Faculty Council in the same manner that any other faculty member is elected. None other than the president, and academic vice-president should be ex-officio members. Other high administrative officials should have the privilege of addressing meetings and sitting in on the deliberations of the Council when they have problems or recommendations they wish to present for consideration by the Council. If this latter is to be done, however, it is extremely important that their participation be in a manner that develops mutual cooperation and respect, with the faculty feeling no coercion by reason of the administrative status of the person concerned.

3. It is my understanding that the Board of Trustees has adopted a policy of unity of the two campuses at Carbondale and Edwardsville as one university, and has directed that future developments on the two campuses be conducted in light of this decision. This is a policy statement clearly of an administrative nature, and certainly within the responsibility area of the Board. Consequently, the organization of the University should be such as to contribute to the development of a single faculty concept for the two campuses. This would seem to make advisable a single Faculty Council composed of representatives of the two campuses and chosen and organized in such a manner that the Council will contribute

to unity rather than to separation of the two campus groups. It would be an easier task to allow the two campuses to drift apart and ultimately become relatively autonomous institutions than it will be to develop and maintain real unity of purpose and action. The achievement of unity requires dedication of the faculty to this end as well as dedication of the administration. I am of the opinion that a two-council organization, as has been previously suggested, would, in the long run, contribute to separation rather than to integration of the University Faculty. A one-council organization has, in my opinion, at least, the better chance of successful operation within the policy of unit announced by the Board of Trustees than does a two-council organization.

A Faculty Council serves several important functions. Among others, it acts as a coordinating body between the several schools, divisions, and colleges of the University in academic matters. A single council should assist materially in developing better communication between these segments of the whole institution and between the faculty and higher administration elements of the University, and, in my opinion, be in a better position to do this than would multiple councils with the University.

4. It is my belief that the most important single function of the Faculty Council is that of developing and exercising creative leadership in the academic area of higher education. As a representative body of the total faculty, the Council should primarily be concerned with developing ways and means of improving the educational process. The deliberations of the Council should be of such stature that the President and Board of Trustees could and would look to it for guidance in regard to the developing academic program. The particular mode of organization of the faculty can in no way guarantee that such leadership will be exercised by the Council.

It can only set up a situation in which such leadership may eventuate.

5. At Southern Illinois University each of the several colleges is quite autonomous in the organization and control of its own academic program. This high degree of autonomy has some very definite advantages; it also has certain weaknesses. Given a high quality of leadership capability among both administration and faculty of a particular college within the University it may move forward rapidly and continuously in the development of quality education without being seriously hindered by the fact that such progress is not universal. There is, however, a very great danger that one college may develop unduly at the expense of other colleges within the University or that differences in formulation and interpretation of academic regulations may create considerable dissention or concern. It becomes quite important in a situation of high autonomy among the units of a university that there be a central coordinating agency with the authority to determine university-wide policies in academic matters. The Faculty Council must be this body as it relates to the academic aspect of the university community.

6. The question of a basis for representation on the Council raises several debatable issues to which there is no one best solution. It has been proposed that membership quotas be allotted by rank with an equal number from each of the top three ranks. It seems to me, however, that rank should not "have its privilege" in the election procedures of a university. Rather each person having full faculty status and engaged primarily in teaching, research, or some activity growing directly out of the academic program should have full voting privilege. This normally would include the four academic ranks of professor, associate professor, assistant professor, and instructor. The fact that the separate campuses

are divided into relatively autonomous schools, colleges, and/or divisions for administrative and educational purposes would seem to make representation by such units both feasible and reasonably satisfactory. I am inclined to favor nomination by and within the school, college, or division but with election campus-wide.

7. The Faculty Council, if it is to exercise responsibility for policy making in academic affairs, must have direct access to the top administration of the University and at least a procedure of appeal to the Board of Trustees. I recognize the need for a coordinating council such as the University Council in the operation of a multiple campus university. It is exceedingly important, however, that the University Council not have the power of veto over actions of the Faculty Council.

8. The problem of recommending an organization for the Faculty Council would be greatly simplified if the overall administrative organization were firmed up. This, however, is not the case; consequently, certain details of any council organization with the university structure will need modification as the total organizational structure is developed and approved. Provision whereby this may be accomplished easily is desirable.

9. It is doubtful if really creative leadership can and will be exercised by the Faculty Council unless provisions are made whereby the Council may meet at regular intervals and for extended periods of time. Certainly, it will be extremely difficult to carry on long-time studies if there are long intervals between meetings of the Council or if meetings are short or poorly attended. I am strongly of the opinion that the Council should meet for a full day at least once each month. Council meetings should be scheduled a year ahead and should appear in the published University calendar. The academic classes of each Council member should be scheduled so that full attendance of the Council is facilitated

rather than hindered. It seems desirable that the Council hold approximately half of its meetings each year on each of the Carbondale and Edwardsville campuses. However, the adequacy of conference facilities should be a determining factor in this regard.

10. I am strongly of the belief that there should be a yearly meeting of the whole University Faculty. It is recognized that the distance between the Carbondale and Edwardsville campuses makes this difficult if not almost impossible to arrange. If, however, such factors as finances, transportation and meeting space will allow, it seems highly desirable that the full faculty of the University be assembled at least once a year for consideration of major academic policies coming before the Faculty Council or which have been approved by it. This seems a "must" if the faculty is to consider itself one rather than two faculties.

11. There is much difference of opinion regarding the matter of eligibility for election to consecutive terms on the Council. It is highly desirable that persons demonstrating interest and leadership capability in academic matters be retained on the Council, yet it is equally important to have the fresh points of view represented by newly elected members. I believe, consequently, that a person should be eligible for not over two consecutive terms. This same line of reasoning should be applied also to the election of Council officers, and particularly to the chairman.

12. As expressed in a prior paragraph, the Faculty Council should operate as a constructive planning body which seeks continuously to improve not only academic operating policies and regulations but the educational process as well. Granting the high degree of autonomy of the several schools and colleges of this university, there still are

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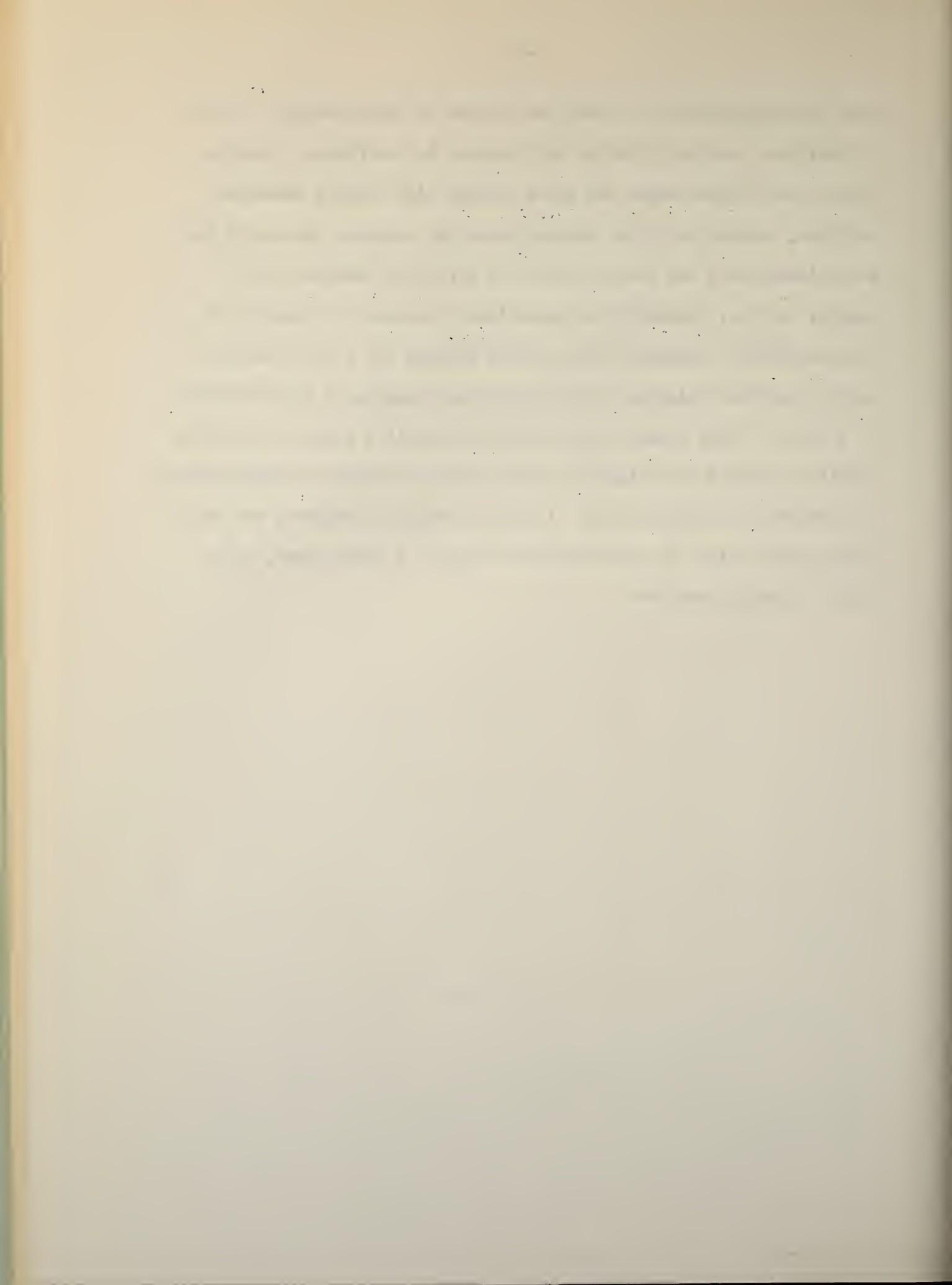
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many highly significant problems and issues of all-university concern to challenge creative thinking and planning by the Faculty Council. Among these problem areas are those dealing with general admission policies, evaluation of the general education program, studies of new educational media and their relation to effective teaching and to faculty welfare, improving the educational challenge to students of high capability, improving the guidance program and a dozen and one similar problems relating to the educational program of the University as a whole. There needs to be within the Council a person or standing committee charged with studying problem areas and making recommendations of problems for council study. I favor a standing committee for this purpose which might be designated, for want of a better name, as an Agenda Planning Committee.



PROPOSED REGULATIONS FOR THE FACULTY COUNCIL.

THE FACULTY COUNCIL

1. Definition. The Faculty Council is the body empowered to act as agent for the University Faculty with delegated power to formulate policies and supporting regulations in regard to the educational program of the University, subject to the rules and regulations of the Board of Trustees.
2. Composition.
 - a. Personnel. The Faculty Council shall consist initially of 15 elected members and 2 ex-officio members and shall be expanded ultimately to not more than 18 elected members and 2 ex-officio members.
 - b. Distribution (Allocation) of Members.
 - (1) Elected Members. The elected members shall be distributed initially as follows: Carbondale campus, nine (9) members; Edwardsville campus, five (5) members. Four additional members shall be added from the Edwardsville campus over a period of 8 years, one additional member to be added from the Edwardsville campus each two-year period beginning with the academic year of 1965-1966. The first added member should be elected at the spring election, 1965.
 - (2) Ex-officio Members. The two ex-officio members shall consist of the President of the University and the academic Vice-President or Dean having direct supervision over the educational program of the whole University. Ex-officio

members shall have full council privileges except that neither may hold the office of chairman or vice-chairman.

- (3) Review of Allocation. The initial distribution of elected members of the Council shall be as follows: Carbondale campus:

Group I, consisting of the School of Technology, School of Agriculture, and the Vocational and Technical Institute--two (2) members.

Group II, consisting of the School of Home Economics and College of Education--two (2) members.

Group III, consisting of the College of Liberal Arts and Sciences and the School of Fine Arts--four (4) members.

Group IV, consisting of the School of Business and the School of Communications--one (1) member.

The initial distribution on the Edwardsville campus shall be as follows:

Group I, consisting of the Divisions of Business, Fine Arts and Humanities--two (2) members.

Group II, consisting of the Division of Education--one (1) member.

Group III, consisting of the Division of Science and Technology--one (1) member.

Group IV, consisting of the Division of Social Science--one (1) member.

c. Election.

- (1) Members to be elected to the Council shall be nominated by the academic group which they represent and elected by the vote of the campus faculty. A nominating committee shall be appointed by a person or committee consisting of the dean (deans) or director (directors) of a given group. The nominating committee shall nominate a slate of not less than three persons for each council vacancy to be filled. Council members shall serve initially for staggered terms of one, two, and three years and thereafter, for three-year terms. Each full-time faculty member in the rank of research professor, professor, associate professor, assistant professor, instructor, and any equivalent professional rank shall have the right to vote for members of the Council.
- (2) Council members shall be eligible to serve no more than two consecutive terms and may be elected for a third term only after a lapse of one year from the termination date of the second of two consecutive terms.
- (3) If a vacancy should occur between regularly scheduled elections, the Faculty Council shall conduct a special election within the academic group concerned to fill the vacancy.
- (4) The distribution of council members between the several colleges, schools, and divisions of each campus shall be

reviewed each five years beginning with the academic year 1965-66. The council representatives from each campus shall constitute a review committee for the campus concerned, and may recommend changes in campus allotments to the Faculty Council.

3. Organization.

- a. Officers. The officers of the Council shall consist of Chairman, Vice-chairman, and Recording Secretary. The Chairman and Vice-chairman shall be elected by majority vote for terms of one year each. The Chairman may serve not more than two consecutive one-year terms and will again be eligible for this office only after a lapse of one year following completion of the second of two consecutive years. The Recording Secretary will be appointed by the Chairman with the approval of the Council for a term of one year, and may serve for whatever number of terms desired by the Council. He need not be a member of the Council.
- b. Duties. The Chairman will serve as presiding officer of the Council. The Vice-chairman will serve as presiding officer in the absence of the Chairman or upon request of the Chairman. The Secretary will keep minutes of the deliberations of the Council and perform other secretarial duties decided upon by the Council.
- c. Rules. Meetings of the Council will be conducted under Robert's Rules of Order.

- d. Committees. Standing and ad hoc committees will be appointed by the Chairman of the Council subject to approval by the Council. Initially, there will be four standing committees:
- (1) Planning and Agenda Committee. This committee shall exercise initiative in suggesting problems and issues for Council consideration. The Council, however, is not limited to these suggestions.
 - (2) Committee on Committees. This committee will appoint various committees of the whole faculty as decided by the Faculty Council.
 - (3) Campus Committees. There shall be a Committee for the Edwardsville Campus consisting of all elected council representatives from that campus and a Committee for the Carbondale Campus consisting of all elected council representatives from that campus. The ex-officio members of the Faculty Council shall serve as ex-officio members of each of the two campus committees. Each of these committees shall function as a campus council to legislate on matters pertaining to the campus concerned which do not conflict with regulations and other action of the Faculty Council. Each committee will elect its own chairman. Actions of the two campus committees will be subject to review by the Faculty Council on any matter in which a member of the Faculty Council believes there is conflict with Faculty Council actions.

e. Meetings. The Faculty Council shall meet for one day during each calendar month of the academic year upon a day to be decided upon by the Council. The meeting dates for an academic year will be scheduled far enough in advance to be published in the yearly academic calendar. Special meetings may be called by the Chairman or by the petition of any five members of the Council. Scheduled meeting dates may be cancelled or changed for good and sufficient reasons by the Council Chairman or by a majority vote of the Council.

4. Powers and Functions.

- a. The Faculty Council acts as an agent for the University Faculty. It has delegated power to formulate and determine policies and regulations dealing with the academic program of the University not in conflict with policies and regulations of the Board of Trustees. Among the areas and problems of policy jurisdiction are the following:
- (1) Establishing common standards governing admissions, graduation, probation and dismissal of students, and approving college, school and division deviations from these common standards and regulations.
 - (2) Conducting studies of the effectiveness of the educational program of the University, and establishing policies and making recommendations for effecting improvement in the educational services.

and not well enough to make it worth while to go on

so we went to the station and got our tickets and

travelled on by train and so came home at last.

We had a good time all day and I think we will stay

here till Saturday night or Monday morning if we can

get back home on time without getting lost and so

we will have a good time here and then go home.

It is a good place to go to and we will stay

here for a few days and then go home.

It is a good place to go to and we will stay

here for a few days and then go home.

It is a good place to go to and we will stay

here for a few days and then go home.

It is a good place to go to and we will stay

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here for a few days and then go home.

It is a good place to go to and we will stay

here for a few days and then go home.

It is a good place to go to and we will stay

here for a few days and then go home.

It is a good place to go to and we will stay

- (3) Establishing policies governing the educational aspects of special student activities, including the athletic programs of the University, to the end of achieving the educational aims of the University, and protecting against abuses adversely affecting the academic program.
 - (4) Conducting studies and making recommendations to the President and Board of Trustees on matters of general faculty welfare.
 - (5) Establishing University-wide policies and regulations affecting the curricula of the University which do not negate the autonomy of the several colleges, schools and divisions in curricular developments.
- b. Council actions establishing policies and regulations will be submitted to the President through the University Council for purposes of information, but may not be vetoed or altered in principle by that Council.
5. Review and Referral.
- The Faculty Council will report all actions establishing new or revised policies and regulations and revisions of old ones to the University Faculty at a time and in a manner determined by the Faculty Council and approved by the President of the University. The University Faculty, upon petition of 25% of the faculty, or by majority vote in open meeting, may bring up any formal action by the Faculty Council for consideration by the Faculty. The Faculty Council, by a two-thirds vote of its members, may refer an action to the University Faculty.

the first time in the history of the world, that
the people of the United States have been
able to elect a President by a majority of their
electoral votes, without the support of a
majority of the popular vote.

The result of the election was as follows:

State	Electoral Votes	Popular Votes
Massachusetts	10	170,000
Connecticut	4	70,000
New Hampshire	3	50,000
Vermont	2	30,000
Rhode Island	1	20,000
Pennsylvania	12	200,000
Delaware	1	10,000
Virginia	10	180,000
North Carolina	5	100,000
South Carolina	4	80,000
Tennessee	6	120,000
Georgia	3	60,000
Alabama	1	10,000
Mississippi	1	10,000
Louisiana	1	10,000
Arkansas	1	10,000
Missouri	1	10,000
Oklahoma	1	10,000
Wyoming	1	10,000
Montana	1	10,000
Idaho	1	10,000
Utah	1	10,000
Nevada	1	10,000
Arizona	1	10,000
New Mexico	1	10,000
Alaska	1	10,000
Hawaii	1	10,000
Total	131	2,000,000

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Virginia	10	180,000
North Carolina	5	100,000
South Carolina	4	80,000
Tennessee	6	120,000
Georgia	3	60,000
Alabama	1	10,000
Mississippi	1	10,000
Louisiana	1	10,000
Arkansas	1	10,000
Missouri	1	10,000
Oklahoma	1	10,000
Wyoming	1	10,000
Montana	1	10,000
Idaho	1	10,000
Utah	1	10,000
Nevada	1	10,000
Arizona	1	10,000
New Mexico	1	10,000
Alaska	1	10,000
Hawaii	1	10,000
Total	131	2,000,000

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President
for Operations

June 6, 1963

SPECIAL BULLETIN TO FACULTY AND STAFF

Because Summer Session classes begin at 7:30 a.m., it is requested that all administrative and departmental offices of the University be open from 7:30 a.m. until 4:30 p.m. Monday through Friday. Saturday hours may remain as 8:30 a.m. until 12 noon.

Summer hours will be observed from June 17 to September 21, 1963.

John E. Grinnell
John E. Grinnell
Vice President for
Operations

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

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Office of the Vice President for Operations

June 26, 1963

SPECIAL BULLETIN TO FACULTY AND STAFF

Consolidated University Mailing Lists

Several months ago a central mailing list system was created on IBM cards. This mailing list is composed of the following recipients:

Principals - High School
County Superintendents
High School Libraries
High School Guidance Personnel
University Libraries
University Addresses - other than libraries
Governmental Offices
Publishers
Miscellaneous
Parochial High Schools
Elementary Principals

Each card is coded in a manner that allows selection of one or more categories, or geographical areas, as desired in a particular mailing. In most instances, pressure sensitive labels are produced so that the preparation of mailings requires only the affixing of the label to the envelope or item to be mailed.

The list is constructed for use by Carbondale and Edwardsville and is under the supervision and control of Central Publications. Its use is restricted to official University business.

Recent changes in postal rates and regulations mandate proper maintenance of all mailing lists. For this reason most addresses are to a particular office, rather than an individual, and every effort is expended in keeping the list current and up-to-date.

To utilize this list, a request should be made to Central Publications as far in advance as possible, but no later than fifteen days before the date you wish to pick up the labels. Should you anticipate more than one mailing on the list within a six-month period, please mention this in your request, as it may be more economical to produce several at one time.



At the present time certain lists still exist on the addressograph equipment. A study of several of these indicates that most of the lists on addressograph plates are duplicated in the central listing and, at the same time, exist in each of the individual addressograph plate files.

To eliminate these duplications and to provide better file maintenance, each department using the addressograph is requested to evaluate the practicality of having its mailings merged into the central mailing list. Any special problems that exist will be carefully considered, and every effort will be made to provide the most effective and economical solution.

It is hoped that we will be able to utilize the addressograph equipment exclusively for the Alumni Office this year.

Present plans are such that no charge will be made for the labels. Judicious use should allow this policy to remain in effect.

Please feel free to contact the Systems and Procedures Office about any problems you might have and to secure assistance in the transition period. Your suggestions and comments will be appreciated and, of course, will be given careful consideration.

Paul W. Isbell
Director of Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

June 27, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

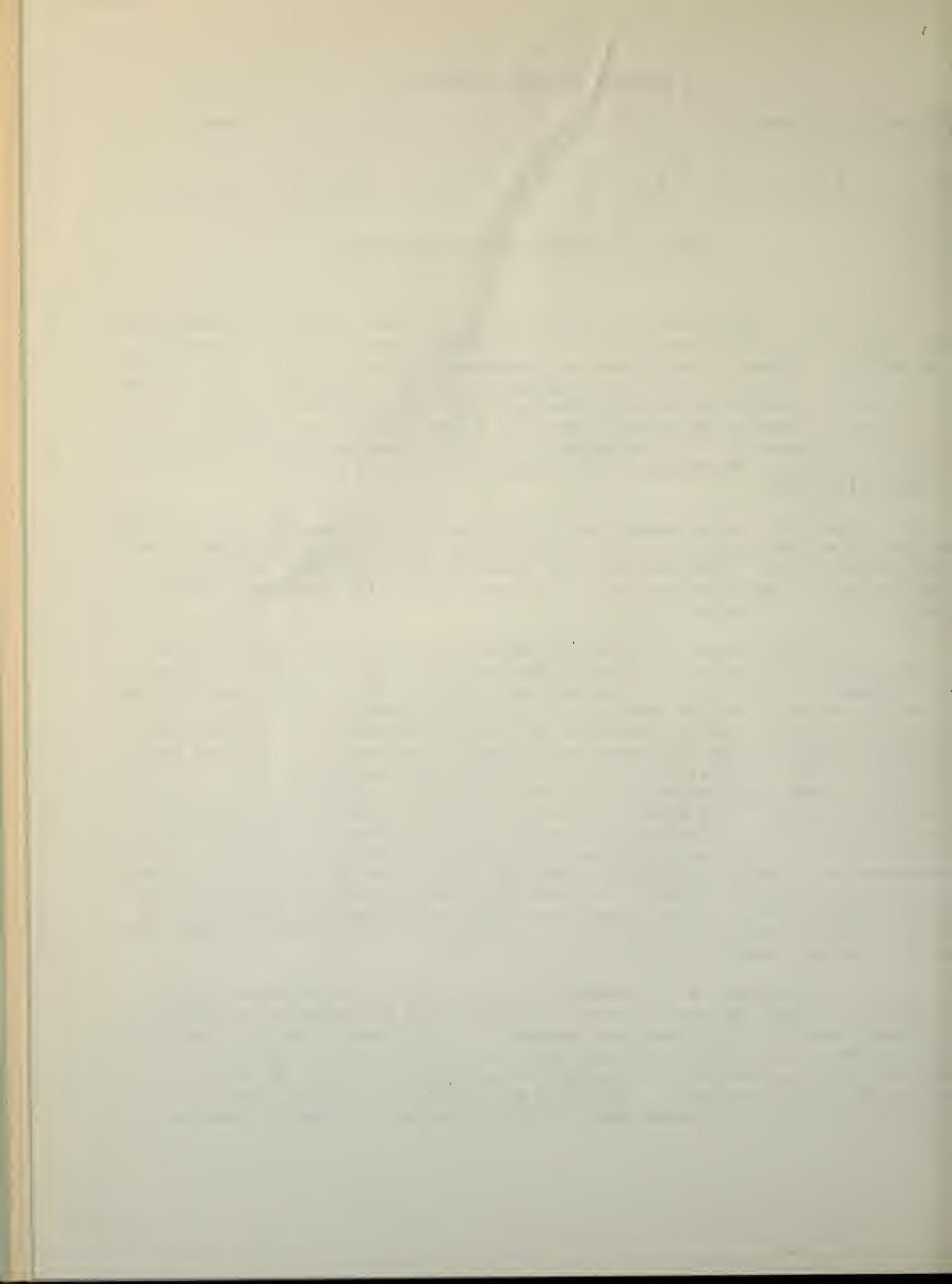
Promotion Recommendations and Procedures

At the June 28 meeting of the Board of Trustees, promotion recommendations for 1963-64 will be presented, and you will no doubt learn the outcome shortly thereafter. Because of the lateness of promotions this year, we feel that all members of the staff are entitled to an explanation of the difficulties that have been encountered in handling this year's promotion list. As you know, an ad hoc faculty Committee on Promotion Policy, with Professor P. Roy Brammell as chairman, was appointed on December 20, 1961, to review the present promotion procedure, which is based upon policies recommended by the faculty and approved by the Board of Trustees on April 17, 1953.

The policies and particularly the procedures then approved by the faculty may not be entirely adequate for the present stage of the University's growth and reorganization; and no one has been more concerned about the need for reappraisal than the persons most involved in the procedure, namely, the chairmen, division heads, and academic deans.

Professor Brammell's committee has made a very thorough study of this situation, but notified us on March 1, 1963, that it would not be able to prepare its recommendations for new policies and procedures in time for this year's review of staff. We have therefore had to rely upon the old machinery of review. This machinery has been producing recommendations which show certain oversights, inequities, and illogicalities, and which also differ in the standards applied on the two campuses. These problems, aggravated by the increasing complexity of the University's staff and organization, are not the result of any negligence on the part of the deans, who made truly heroic efforts to evaluate the materials placed before them. The machinery for producing these materials, however, again demonstrated need for examination and, if possible, improvement; therefore, at meetings with the vice-presidents, deans, and division heads on April 20 and 21, I spent considerable time in going over the problem. The deans and division heads were then asked to make a second review. In the circumstances, this second review turned out to be not too fruitful, with the result that the preparation of a defensible list of promotions has been very difficult to achieve.

What are some of the weaknesses noted? First, a large number of high salaried individuals in each rank were not recommended for promotion and will undoubtedly wonder why they have been bypassed. It would appear that some procedure calling for automatic review of those near the top of the salary list in each rank may need to be devised and that greater care may need to be taken in relating our review for salary increases to the review for promotion increases. This is not to say that the salary level alone should be the criterion for promotion; and we



should undoubtedly reach down low in the ranks on some occasions to provide for the rapid advancement of persons of great achievement and promise. Nevertheless, the correlation between next year's rewards to the staff in terms of salaries and next year's rewards in terms of promotions (as originally proposed) was so low that the only conclusion which could be drawn was that some of our staff members who were recommended for promotion either do not deserve promotion or would be seriously underpaid next year. No doubt such discrepancies account for a great many criticisms of our system of evaluations and rewards. What is obviously required is a reconsideration of the relationship of salary levels to ranks and a planned approach to reducing the number of these discrepancies. Recommendations originally received by the President's Office appeared to indicate that we have differences in standards for rewarding people at Edwardsville and at Carbondale with regard to both promotions and salaries.

In view of the hard work done by the reviewing officers, what accounts for these discrepancies? First, the market has affected salary levels in certain fields and has produced unevenness in the salary and rank structure. Since it has been a general principle at Southern Illinois University to try to recognize merit wherever it exists, we perhaps need to find ways of rapidly evening up salaries where there are differences in the various disciplines due to the market. Secondly, while promotions are carefully considered and evaluated, there appears to have been a tendency to recommend salary increases on a formula, across-the-board basis rather than on a merit basis. Mechanically, salary evaluations have become separated from promotion evaluations. How can we best base salary increases, too, on merit? Thirdly, the decentralization of the University into numerous departments, divisions, schools, colleges, and campuses has made the achievement of University-wide equity more difficult than in earlier and simpler days. The problem of adjusting to each other recommendations coming from widely dispersed sources needs to be faced.

To these ends, two steps have been taken. In order to move toward greater equity and increase the possible number of promotions, negotiations were undertaken with the operating vice-presidents to bring this year's salary recommendations into line with promotion recommendations. It should be noted that there is nothing new about the linkage of promotions and salaries. The agreed-upon bases for increasing salaries and for making promotions are the same, and there is a single evaluation sheet for both, but as indicated above, there has been a mechanical separation of the procedures.

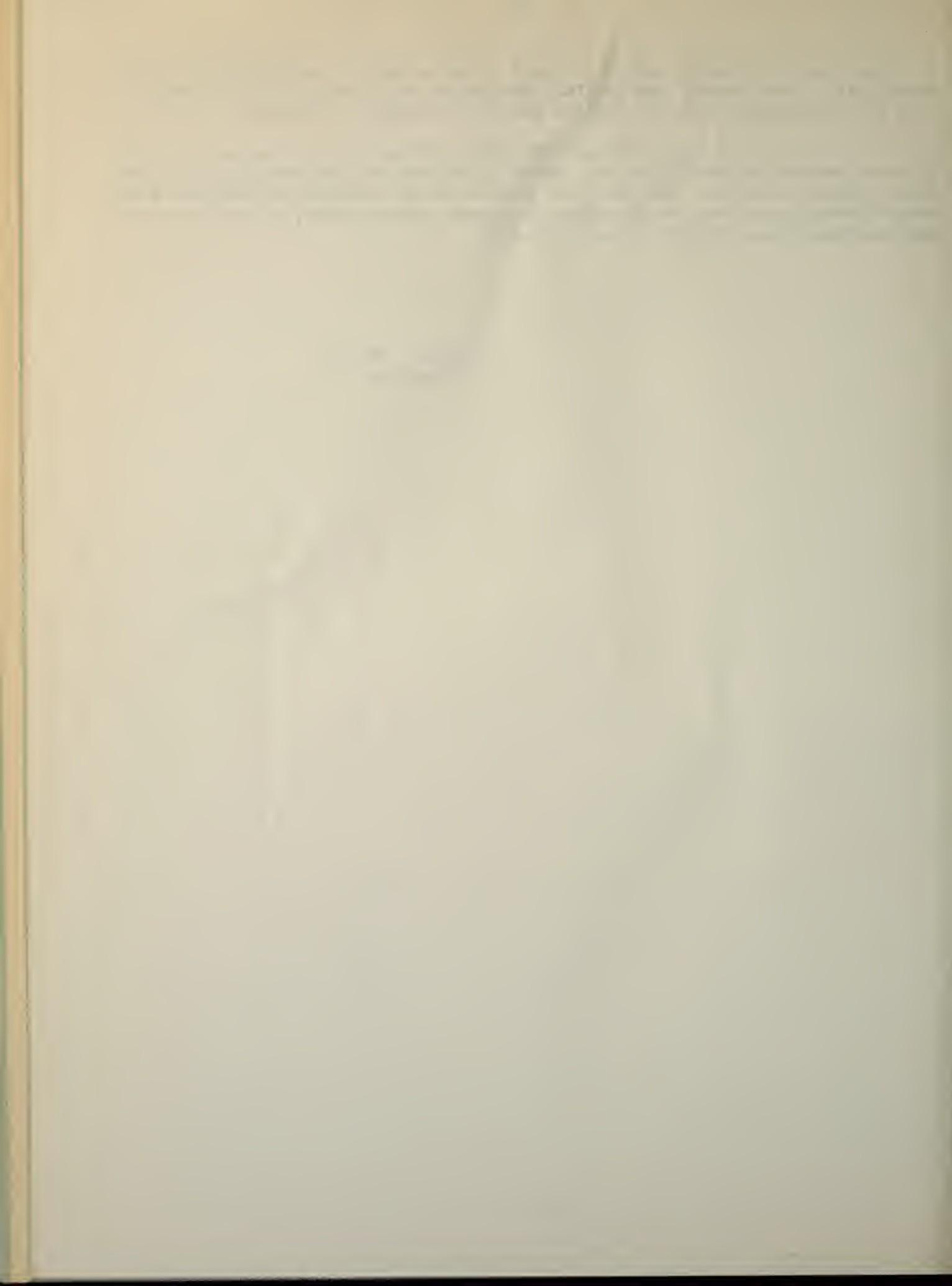
A second step is being taken to assure that before next year's recommendations for promotions and salary increases are made to the President's Office, there will be an agency to review the applications and implications of our salary procedures during the stage while the various recommending officers are at work on the problem. While Professor Brämmell's committee will take such difficulties into account from the standpoint of promotion procedures, something needs to be done to overcome the discrepancies in our employment and salary increase procedures as well, and to relate all three procedures.

We obviously should not seek flat formulas for salary increases and promotions but, rather, an improved procedure which will get at the disparities between employment, salary increase, and promotion practices. I am therefore asking that tentative recommendations for both promotions and salary increases for the year 1964-65 be presented to the President's Office not later than December 31, 1963,

in order that there may be adequate time to study promotions and salary lists for oversights, discrepancies, and possible inequities due to the variety of sources from which recommendations come within the total University framework.

The ultimate effect of our difficult experience in this matter should be improved methods of identifying and rewarding, at the earliest possible time, the hard-working, productive, and most able persons on our teaching and research staff and of producing at least rough parallels between salary levels, salary increases, and promotions made throughout the University.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois
July 31, 1963

SPECIAL BULLETIN TO THE FACULTY

From: Convocations Committee

Subject: Instructions for Commencement Exercises, Friday, August 9, 1963,
7:30 p.m. (D. S. T.)

The Commencement exercises make up one of the most important parts of the school year. It is a time that means much to the students, the parents, the faculty, and the administrative staff of the University. Every member of the faculty with the rank of instructor or above is expected to participate in the academic procession unless excused by the dean or director of his college, school, or institute. Lecturers are not required to attend but are invited to participate if they care to do so. It is only through the concerted cooperation of all participants that the Commencement Exercises can be a dignified and stately ceremony.

TIME: The Faculty should be present by 7:25 p.m. Friday evening, August 9. The orchestra concert will begin promptly at 7:20. The procession will begin at 7:40.

PLACE: The Faculty will assemble south of the University gymnasium. The procession will be in four lines arranged according to departments. Departmental Chairmen will be responsible for the lining up of the members of their respective departments. Please follow the signs which will be placed for your convenience. Note attached diagram.

THE PROCESSIONAL: The Faculty will follow the platform party under the direction of designated faculty marshals into McAndrew Stadium. The Faculty will proceed across Harwood Avenue. Two lines will proceed to the Northeast gate and two to the North Center Gate of McAndrew Stadium. Upon entering the stadium two lines will proceed down the east track and two lines down the west track. The four lines will proceed to the area assigned. The platform will be placed at the far south end of the field.

PROCEDURES DURING THE CEREMONIES: At the end of the Processional everyone should remain standing until after the Invocation. When all are in place, the President will remove his cap at which time all men should do the same. After the Invocation, all should be seated, the men replacing their caps. It would add more color to the occasion if each faculty member, when seated, would arrange his hood to hang over the back of his chair.



The ceremonies will be televised and broadcast by WSIU-TV
(Channel 8) and WSIU-FM.(91.9)

THE RECESSIONAL: There will be a recessional. The marshals will indicate the procedures to be followed.

ACADEMIC REGALIA: The cap is an essential part of the academic dress and is to be retained on the head throughout all academic exercises except by men during prayer. The position of the tassel should be placed so as to hang over the left front of the cap. The top of the cap should be parallel with the floor.

Tradition indicates that it is best for the men to wear a white shirt, tie, and dark trousers or suit under the gown. Both men and women should wear dark shoes.

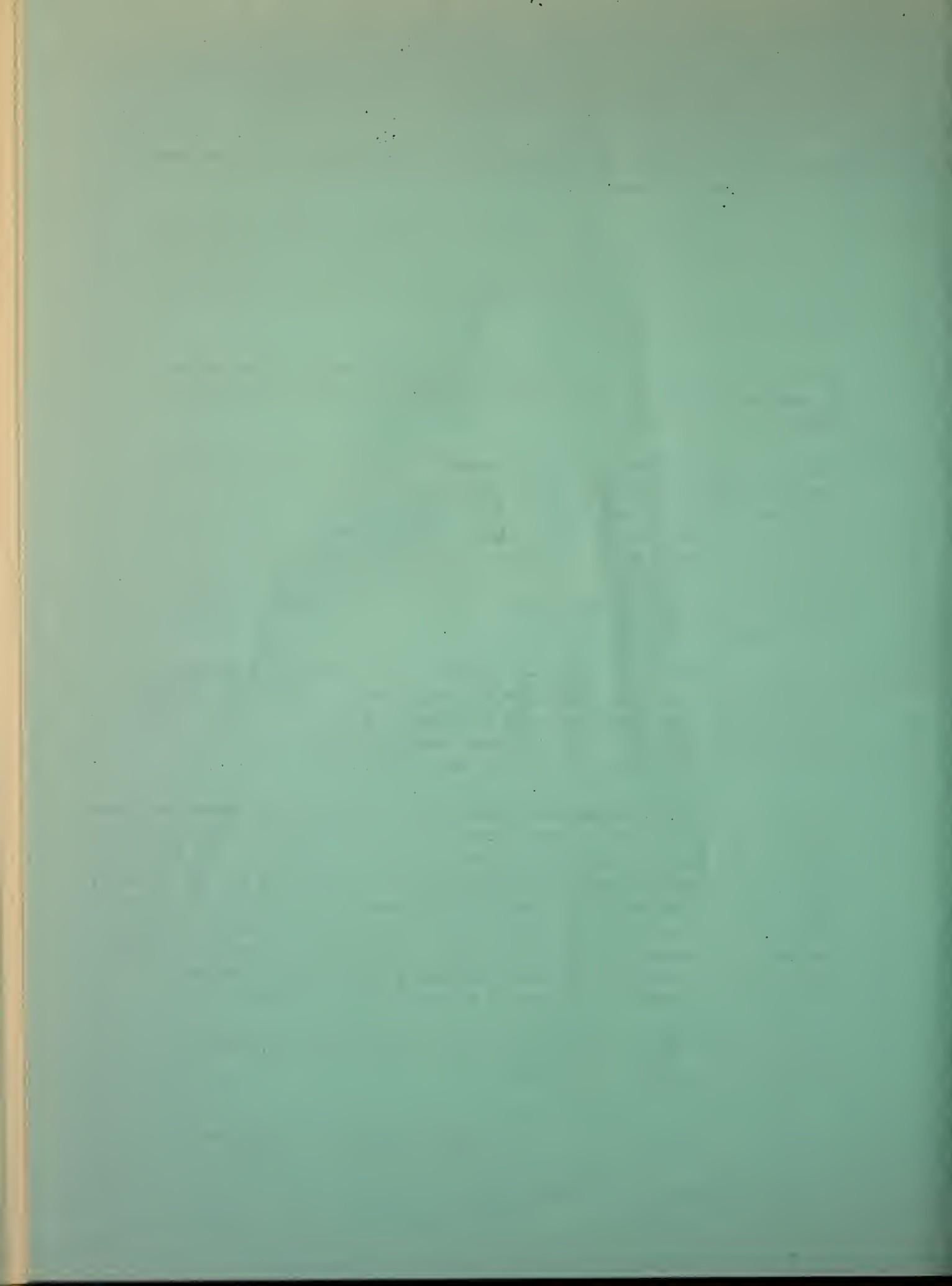
Faculty members wishing to rent academic regalia from the University Book Store should place their orders immediately. Caps, gowns, and hoods may be picked up at the University Book Store at the University Center on Thursday or Friday, August 8 or 9. The University Book Store will be open Commencement evening from 5:30 p.m. to 11:00 p.m. CAPS AND GOWNS MUST BE RETURNED TO THE UNIVERSITY BOOK STORE IMMEDIATELY AFTER THE COMMENCEMENT EXERCISES.

PROCEDURES IN CASE OF RAIN: In case of rain the Commencement Exercises will be held in selected auditoriums. The opening session will originate from the Ballroom of the University Center. If you are in doubt what the decision might be because of questionable weather, you may call the University Switchboard Operator after 4:00 p.m.

In case of rain, each department chairman or his delegated representative will make up the academic procession. They will assemble in a single line in the hall-way of the building designated on the last page of this memorandum. They will be seated on the main floor as directed by the marshal. Other members of the faculty may join the academic procession which will assemble near the Book Store of the University Center. Members of the Graduate Faculty are particularly invited to join this group. Others will be excused in order to make room for guests. The ceremonies will be broadcast by WSIU-TV (Channel 8) and WSIU-FM (91.9).

Because of limited seating, only graduates will be given tickets for guests in the various auditoriums.

Jack W. Graham, Chairman
Convocations Committee



SCUTH

SOUTHERN ILLINOIS UNIVERSITY
Arrangement of Faculty Procession*
Commencement, August 9, 1963

Professor Walter Wills, Field Marshal for Faculty

SCUTH

Line 1

Prof. Hadley, Marshal

Liberal Arts and Sciences
Anthropology
Botany
Chemistry
English
Foreign Languages
Geography
Geology
Government
History
Mathematics
Microbiology
Philosophy

Line 2

Prof. Wills, Marshal

President's Office
General Instruction
Academic Advisement
and Sectioning
Museum
Registrar
University Libraries
University Press

Line 3

Prof. Layer, Marshal

Division of University
Extension
Division of Technical &
Adult Education
Agriculture
Agriculture Industries
Animal Industries
Forestry
Plant Industries

Line 4

Mr. Fulkerson, Marshal

Education
Educational Adminis-
tration and Supervision
Elementary Education
Guidance
Health Education
Higher Education
Instructional Mat.
Physical Education-Men
Physical Education-Women
Recreation and Outdoor
Education
Secondary Education
Special Education
Teacher Training
University School

ROUTE 51

OLD MAIN

Line 1

Prof. Wills, Marshal

Liberal Arts and Sciences
Physics
Physiology
Psychology
Sociology
Zoology

Line 2

Prof. Layer, Marshal

Business Affairs
Aux. & Serv. Ent.
Business Manager
Personnel Office
Physical Plant
Student Work Program
University Architect
Student Affairs
Counseling and Testing
Financial Assist. Center
Housing Center
Student Activities
Health Service
Area Services
Air Science
Nursing
Institutes, Special Centers
and Research Units
(continued in left column)

Line 3

Prof. Layer, Marshal

Division of University
Extension
Division of Technical &
Adult Education
Agriculture
Agriculture Industries
Animal Industries
Forestry
Plant Industries
Business
Accounting
Economics
Management
Marketing
Sec. & Bus. Education
Communications
Journalism
Printing and Photo-
graphy
Radio-Television
Speech
Speech Correction
Theatre
Fine Arts
Art
Design
Music

SOUTHERN ILLINOIS UNIVERSITY
Commencement, August 9, 1963

SPECIAL SPACE ASSIGNMENT FOR FACULTY IN CASE OF RAIN
One Representative from each Department

<u>Academic Unit</u>	<u>Auditorium</u>	<u>Assembly Area</u>
V.T.I.	Room 102 Home Economics	Hallway outside Room 102 Home Economics
Education	Furr Aud. Pulliam Hall University School	West Hallway, Ground Floor University School
L.A.& S.	Muckelroy Aud. Agriculture Building	North Hallway, North Wing Agriculture Building
Agriculture	Family Living Laboratory Home Economics	Room 116 Home Economics
Business and Small Business Institute	Roman Room (Cafeteria) University Center	South Hallway, Ground Floor University Center
Communications	Playhouse	Lobby, Playhouse
Fine Arts	Playhouse	Lobby, Playhouse
Home Economics	Family Living Laboratory Home Economics	Room 116 Home Economics
Technology	Room 118 Home Economics	Room 120 Home Economics
Edwardsville Campus Undergraduate degrees	Browne Auditorium Parkinson Laboratory	Hallway, First Floor Parkinson Laboratory
Graduate School Carbondale and Edwardsville Campuses	Ballroom University Center	North Hallway, Ground Floor University Center

fj

MR. VERNON A. STERNBERG
UNIVERSITY PRESS
CARBONDALE CAMPUS

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

August 3, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

INTERIM APPROVAL OF FACULTY COUNCIL STRUCTURE

Because of the greatly expanded operations of the University and particularly because of our bi-campus situation, the present Statutes regarding the council structure of the University have become inadequate. More than two years ago, the Board of Trustees charged the President with the responsibility of reorganizing the council structure into an effective and responsive system. In accordance with recommendations of the Procedures Committee, a newly structured University Council was set up and the Statutes were amended by the Board. The Procedures Committee, at its suggestion, was terminated, yielding over its reorganizational responsibility to the new University Council. To avoid further piecemeal amendment to the Statutes, the Board suspended the applicable Statutes for an interim period. It asked the President to place the reorganized bodies into working operation and, after achieving an interim working system, to propose the necessary statutory revisions. The new Graduate Council, a Communications Council, and an all-University Student Council have now been set up on an interim basis. Revision of the Statutes in the case of these new or reorganized bodies will wait upon the interim establishment of an all-University Faculty Council and upon test runs of all the provisional councils, because certain interrelationships between these bodies must be taken into consideration in the revision.

Some delay was occasioned in considering the reorganization of the Faculty Councils by the hope that advice on this matter would be available from Professor T. R. McConnell of the University of California. When it became apparent that Professor McConnell could not assist, the University Council requested Professor F. G. Macomber of our own staff to review the problem. A copy of his recommendations was forwarded to you in the "Special Bulletin to the University Faculty" of May 28, 1963, along with a suggestion that you communicate your recommendations to your Faculty Council.

The Faculty Council on the Carbondale Campus has studied Professor Macomber's report at special meetings on June 6, 1963, and on June 20, 1963. A joint meeting of the Carbondale Faculty Council and the Edwardsville Faculty Council was held to review the report on July 18, 1963; and the Edwardsville Faculty Council then gave it further study at a special meeting July 25, 1963. On certain points, as noted later, there were variant views between the Councils. Certain other adjustments, at least for the interim period, were deemed wise by the President. The report attached hereto is intended to serve as the basis of organization and initial operation of a new all-University Faculty Council.

It is now urgent that we have your reaction and suggestions on this report. The North Central Association visitation team will come to Southern Illinois

University next fall, and consultants from the North Central Association regard it as imperative that the reorganized councils be set up and in operation before that time. It is hoped that formal revision of the Statutes in these matters will be accomplished in 1963.

In the discussion of the University Council at its July 31, 1963, meeting, certain discrepancies between the revisions of the Macomber report recommended by the Edwardsville and Carbondale Faculty Councils respectively were noted and discussed. These discrepancies applied to the following parts of the report of the Special Bulletin of May 28: paragraph 2, b, (1), p. 11; 2, b, (3), p. 12; 2, c, (1), p. 13; and paragraph 6, p. 18. At the joint meeting of the Faculty Councils on July 18, 1963, it was suggested that, if such discrepancies appeared, a joint conference committee of the Faculty Councils be appointed to resolve the differences. However, since the principle difference, i.e., the matter of representation from the two major campuses, was of such a basic nature, it seemed best to resolve it through central decision, subject of course to Board review, rather than place a committee of interested parties in the unfair position of adjudicating their own claims. These central decisions have been incorporated in the attached report.

As you study the attached revised report, please bear in mind that whatever is done in setting up the interim councils is tentative, and changes can be considered up to the time that final proposals for amending the Statutes are presented to the Board of Trustees. It is already apparent that certain changes in the provisional councils will be necessary prior to statutory revision. For example, the Statutes provide that the University Council must review the actions of all other councils; whereas the Macomber report proposes that the all-University Faculty Council report directly to the President. The provisional council structure is further limited by the present Board practice of confining the chairmanship of councils to ex officio members, whereas the interim provisions for both the Graduate Council and the all-University Faculty Council call for these bodies to elect chairmen from their membership.

With these things in mind, then, you are asked to give the attached revised edition of Professor Macomber's "Proposal for Faculty Council Regulations" your careful attention and to forward your considered judgments and criticisms to the President through the Secretary of the University Faculty.

Under these circumstances, it appears that we can proceed with nominations for membership on the all-University Faculty Council and the election of that membership at once, conditional upon general approval in principle of the revised Macomber report. As stated above, modifications making the report compatible with the Statutes, the charters of the other provisional councils, and the desires of the staff can be made in the months just ahead.

Your attention to these pressing matters at this busy season is gratefully recognized and appreciated. Please fill out and return the attached form (to Mr. Elbert Fulkerson, Secretary of the University Faculty, Carbondale, Illinois) before Thursday, August 8, 1963.

Delyte W. Morris
President

PROPOSED REGULATIONS FOR THE FACULTY COUNCIL

THE FACULTY COUNCIL

1. Definition. The Faculty Council is the body empowered to act as agent for the University Faculty with delegated power to formulate recommended policies and supporting regulations in regard to the educational program of the University, subject to the rules and regulations of the Board of Trustees.

2. Composition.

a. Personnel. The Faculty Council shall consist initially of 14 elected members and 4 ex officio members and shall be expanded ultimately to not more than 18 elected members and 4 ex officio members.

b. Distribution (Allocation) of Members.

(1) Elected Members.

(a) Distribution. The elected members shall be distributed initially as follows: Carbondale campus, nine (9) members; Edwardsville campus, five (5) members. Four additional members shall be added from the Edwardsville campus over a period of eight years, one additional member to be added from the Edwardsville campus each two-year period beginning with the academic year of 1965-66. The first added member shall be elected at the spring election, 1965.

(b) Method of Selection. Each college, school, division, or other academic unit shall have at least one elected representative on the Faculty Council as soon as it has 25* or more eligible University Faculty members. Any unit having more than 100* shall have one elected representative for each 100* or fraction thereof. Any unit having fewer than 25* shall be joined with other such units on that campus for representational purposes, and for these purposes this grouping shall be considered the same as a college, school, division, or other academic unit.

(2) Ex officio Members. The four ex officio members shall consist of the President of the University, the academic Vice-President, and the Dean from each major campus having direct supervision over the educational program of the whole University. Ex officio members shall have full council privileges.

c. Election.

(1) Members to be elected to the Council shall be nominated by the academic group which they represent and elected by the vote of the campus faculty,

*These numbers will be adjusted as necessary with growth of staff to maintain the distribution between campuses described in 2, b, (1), (a) above.

subject to such regulations as may be developed limiting the number of major councils and committees on which one person may serve. Nominations shall be determined in a direct election at a meeting held by the academic group. Not fewer than four persons shall be nominated for each council vacancy. Council members shall serve initially for staggered terms of one, two, and three years, and thereafter for three-year terms. Each member of the University Faculty shall have the right to vote for members of the Council.

- (2) Elected Council members shall be eligible to serve no more than two consecutive terms and may be elected for a third term only after a lapse of one year from the termination date of the second of two consecutive terms.
- (3) Council members shall be elected by ballot at a general election during the last week of April and shall take office at the first meeting of the following fall quarter. Nominations shall be made and nomination lists distributed not less than ten days prior to the election date.
- (4) If a vacancy should occur between regularly scheduled elections, the Faculty Council shall cause a special election to be held on the campus concerned to fill the vacancy. Regular Council nominating and election procedures shall apply to the special election.
- (5) The distribution of council members among the several colleges, schools, and divisions of each campus shall be reviewed each five years beginning with the academic year 1965-66. The council representatives from each campus shall constitute a review committee for the campus concerned, and may recommend changes in campus allotments to the Faculty Council.

3. Organization.

a. Officers.

(Note: Since present Board practice specifies ex officio University officers to serve as chairmen for all councils, a first order of business for all the provisional councils will be to study this matter and seek appropriate solutions. Present practice will be followed until there is further opportunity for attention to this matter. The University Council now has under consideration the problem of communication among the councils, and between the councils and the total University staff, and is also considering the place of the Secretary of the University Faculty in the new council structure.)

b. Committees. Standing and ad hoc committees will be nominated by the Chairman of the Council subject to election by the Council. Initially, there will be three standing committees:

- (1) Planning and Agenda Committee. This committee shall exercise initiative in suggesting problems and issues for Council consideration. The Council, however, is not limited to these suggestions.

monetary and fiscal instruments are used to implement fiscal policy
and, in particular, the role of the central bank in the conduct of monetary
policy.

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monetary and fiscal authorities have different interests. However, there
are some circumstances in which the two can be aligned.

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above for the conduct of monetary policy. It is shown that the two can be aligned
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The twelfth section of the paper is concerned with the implications of the
above for the conduct of monetary policy. It is shown that the two can be aligned
in some circumstances.

- (2) Committee on Committees. This committee will nominate various committees of the whole faculty as directed by the Faculty Council and the University Faculty.
- (3) Faculty Welfare Committee. This committee will study various proposals and problems dealing with faculty welfare and make recommendations to the Council on matters of general faculty concern.
- c. Meetings. The Faculty Council shall meet for one day during each calendar month of the academic year upon a day to be decided on by the Council. The meeting dates for an academic year will be scheduled far enough in advance to be published in the yearly academic calendar. Special meetings may be called by the Chairman or by the petition of any five members of the Council. Scheduled meeting dates may be cancelled or changed for good and sufficient reasons by the Council Chairman or by a majority vote of the Council.
4. Powers and Functions. The Faculty Council acts as an agent for the University Faculty. The Council has delegated power to formulate and recommend policies and regulations to the University Council dealing with the academic program of the University not in conflict with policies and regulations of the Board of Trustees or with the functions and responsibilities delegated to the Graduate Council, to the President's Committee on General Studies, and to the divisions, schools, and colleges. Among the areas and problems of policy jurisdiction are the following:
- a. Formulating common standards governing admissions, graduation, probation, and dismissal of students, and approving college, school, and division deviations from these common standards and regulations.
 - b. Conducting studies of the effectiveness of the educational program of the University, and formulating policies and making recommendations for effecting improvement in the educational services.
 - c. Formulating policies governing the educational aspects of student activities, to the end of achieving the educational aims of the University, and protecting against abuses adversely affecting the academic program.
 - d. Conducting studies and making recommendations on matters of general faculty welfare.
 - e. Formulating University-wide policies and regulations affecting the curricula of the University which do not negate the autonomy of other University-wide bodies and of the several colleges, schools, and divisions, in curricular developments.
5. Review and Referral. The Faculty Council will report all actions formulating new or revised policies and regulations and revisions of old ones to the University Faculty at a time and in a manner determined by the Faculty Council and approved by the President of the University. The University Faculty, upon petition of 25 per cent of the Faculty, or by majority vote in open meeting, may bring up any formal action by the Faculty Council for consideration by the

and the body's ability to self-heal. This is a common theme in Chinese medicine, and it is reflected in the concept of "self-repair."

Traditional Chinese medicine also includes some of the most advanced medical knowledge available. For example, the Chinese have developed a sophisticated understanding of the human body and its functions, and they have made significant contributions to the field of medicine.

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Faculty. The Faculty Council, by a two-thirds vote of its members, may refer an action to the University Faculty.

6. Campus Sub-Councils. On the Carbondale campus there shall be a separate campus sub-council consisting of all the elected council representatives from that campus. There shall be a similarly chosen campus sub-council on the Edwardsville campus.
7. Amendments. During the interim period, amendment to this document may be recommended by a vote of two-thirds of the members of the Faculty Council.

the first edition of the book, which was published in 1880, contained
the following note: "A new edition of the book will be published
in 1881, with a new title, 'The Book of Life'." This note was omitted
from the second edition, which was published in 1882.

ACTIVATION OF THE PROVISIONAL FACULTY COUNCIL

Please indicate your reactions and thoughts below concerning the revised Macomber report, "Proposal for Faculty Council Regulations," and forward them to Mr. Elbert Fulkerson, Secretary of the University Faculty, Carbondale, Illinois, not later than August 8, 1963.

 Approved in principle for early activation.

 Disapproved in principle.

Regardless of your choice above, will you please enter your comments, criticisms, and suggestions below? (Use additional pages if necessary.)

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

August 5, 1963

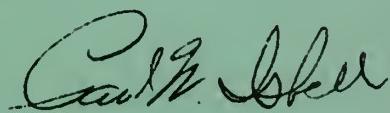
S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

INTERRUPTION OF SERVICE

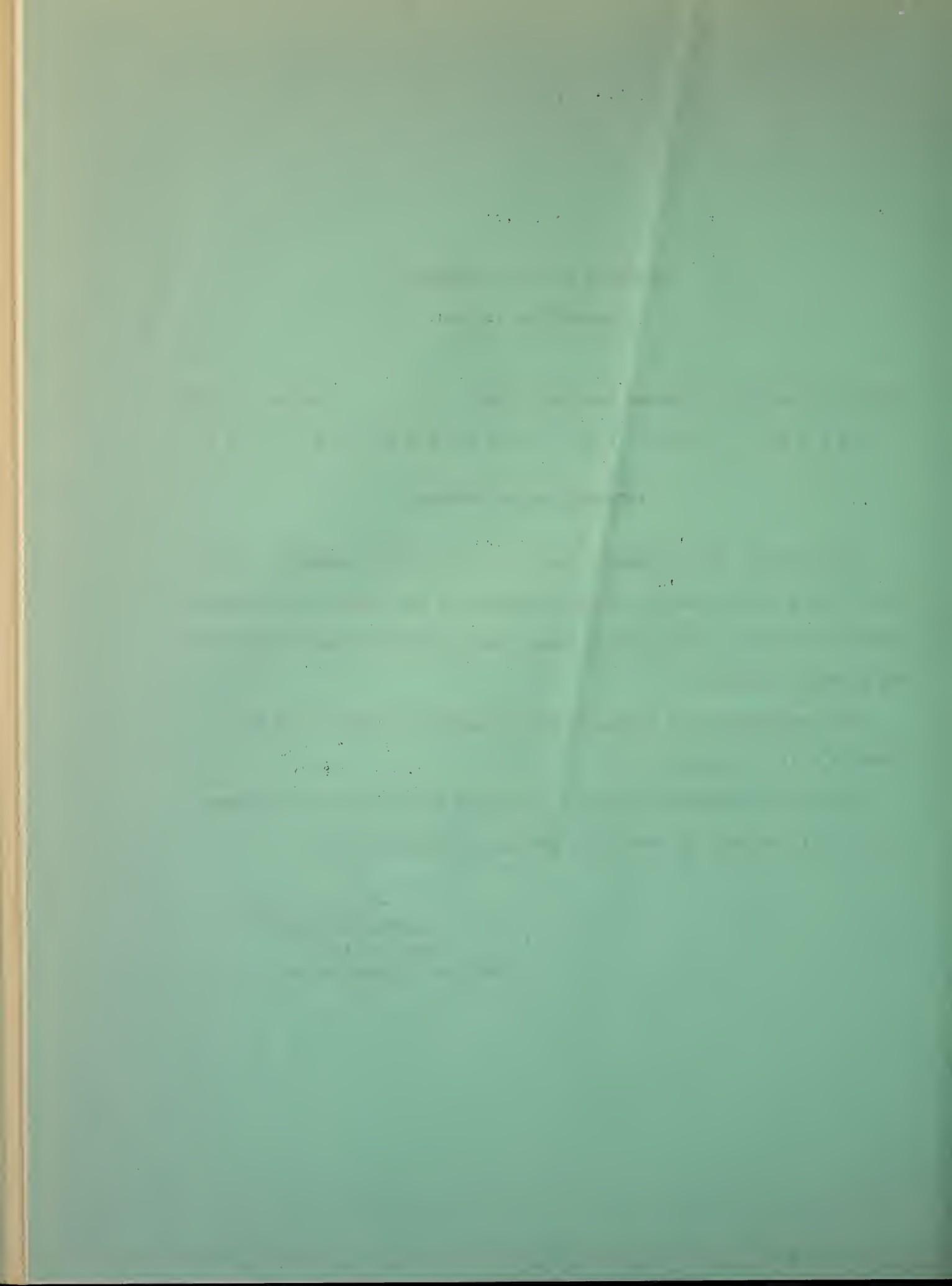
In order to make necessary repairs to the valves, expansion joints, etc., in our main steam distribution system for the campus, steam will be shut off in certain areas during August and September in accordance with the attached schedule.

Your cooperation in arranging your programs to comply with this schedule will be appreciated.

All other facilities presently utilizing steam that have not been listed will continue to have steam during this repair period.



Paul W. Isbell
Director of Business Affairs



Area I - August 23 to 27 inclusive
McAndrew Stadium

Area II - August 29 to September 6 inclusive
Parkinson Laboratory and Browne Auditorium
Allyn Building
Shryock Auditorium
Old Main
Gymnasium
Wheeler Hall
Altgeld Hall

Area III - August 30 to September 6 inclusive
Anthony Hall
Woody Hall
Home Economics Building
Morris Library
Life Science Building
University School
Physical Education Wing
Industrial Education Wing
Baptist Foundation
College of Education Building
Animal House

Area IV - September 13 to 18 inclusive
Agriculture Building
Agriculture Greenhouses
Lentz Hall
Thompson Point Dormitories
Small Group Dormitories

SF3
SG
8-22-63

LIBRARIES-CARBONDALE
RECEIVED
CCU 10/63
SERIALS DEPT.

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

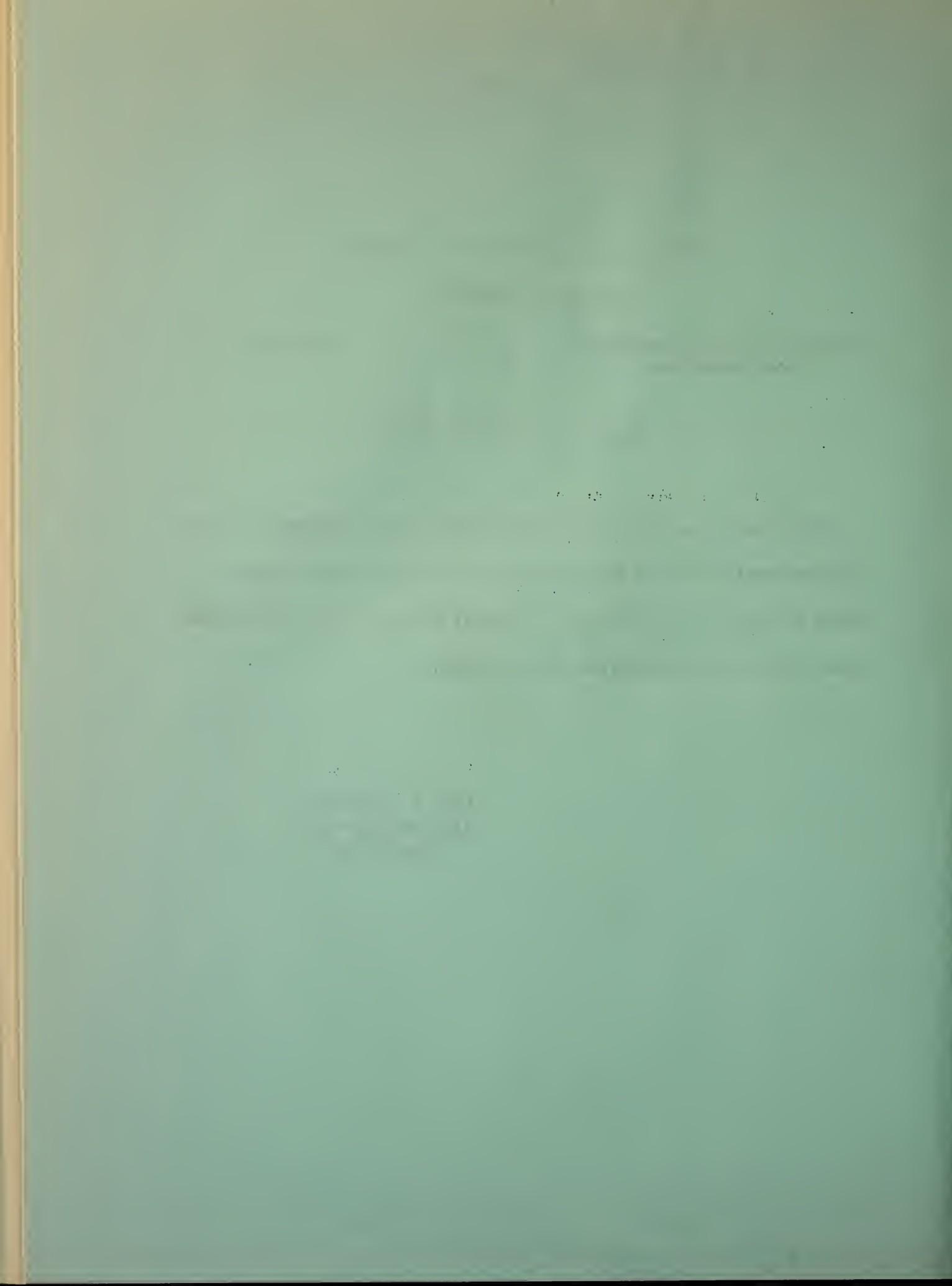
Office of the Vice President
for Operations

August 22, 1963

SPECIAL BULLETIN TO FACULTY AND STAFF

Beginning Tuesday, September 3, 1963, all administrative and departmental offices of the University will revert to the regular hours of 8:00 a.m. - 5:00 p.m., Monday through Friday. Saturday hours will remain 8:30 a.m. until 12 noon.

John E. Grinnell
John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President for Operations

September 10, 1963

SPECIAL BULLETIN TO FACULTY AND STAFF

GENERAL INSPECTION OF FIRE ALARM SYSTEMS

From September 11 through September 18, there will be a general inspection of all fire alarm systems. The alarms will be set off in all buildings; on some occasions, the alarm in a building may be set off more than once.

The alarm inspection is a necessary safety precaution to assure proper working order for the beginning of the 1963-1964 academic year.



Paul W. Isbell
Director of Business Affairs



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

October 1, 1963

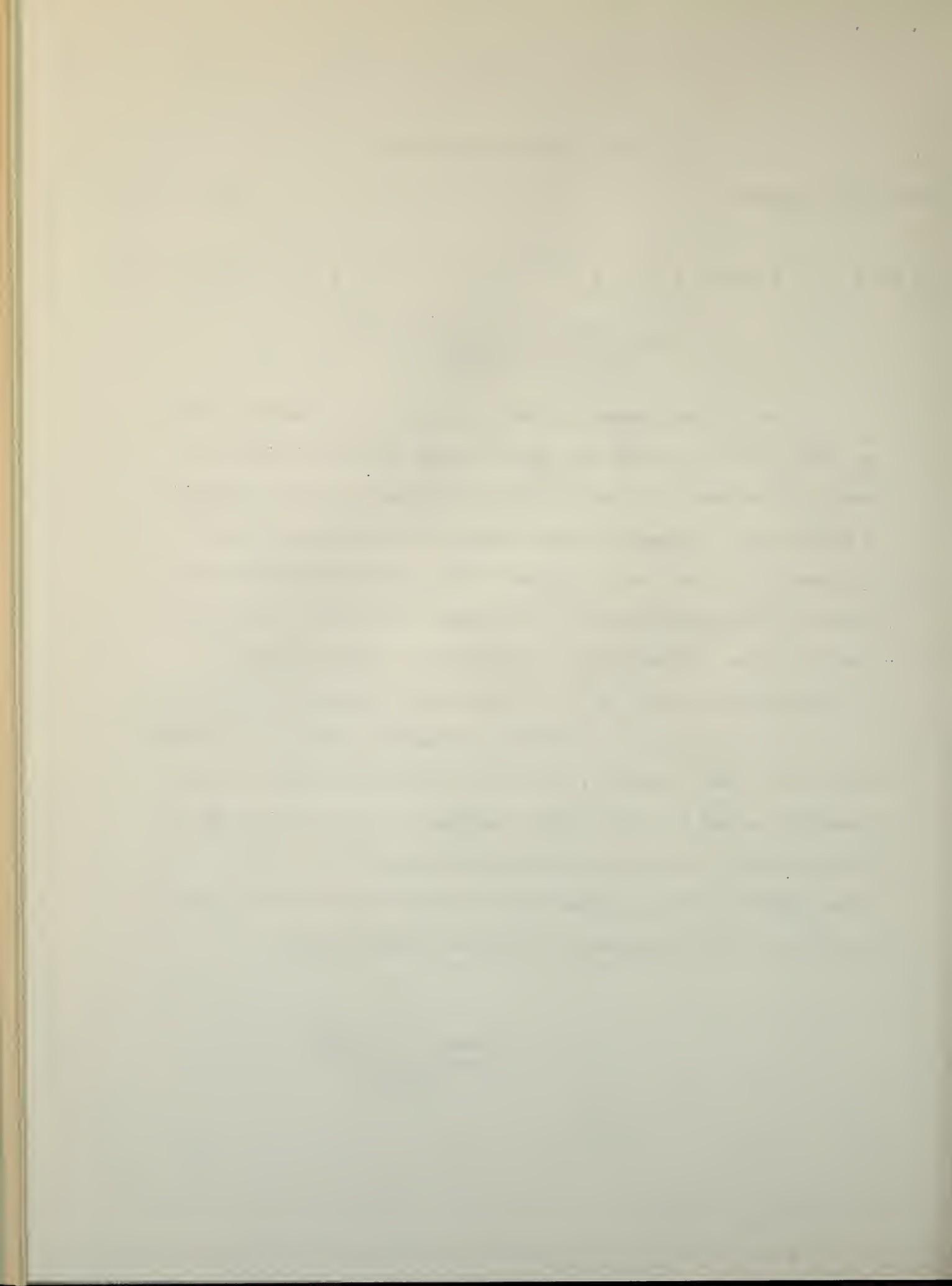
S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

THE FACULTY COMMITTEE OF THE STATE BOARD
OF HIGHER EDUCATION

The following report of the Faculty Advisory Committee of the new State of Illinois Board of Higher Education is made available to members of the Faculty of Southern Illinois University at the suggestion of Dr. Richard G. Browne, Executive Secretary of the Board of Higher Education. It is his expectation that this report will both inform the Faculty and stimulate discussion and suggestions of help to the Advisory Committee. Your representatives on the Advisory Committee are Mr. Robert Duncan, Alton, and Mr. Willis Moore, Carbondale.

The committee met at Chicago September 23, 1963, for six hours. After electing Mr. Clarence L. Ver Steeg Chairman, Mr. Richard C. Keeley Vice-Chairman, and Mr. Victor Hicken Secretary, the Committee turned to consideration of policy questions presented by the Staff of the Board of Higher Education. Following are the statements which appeared to have majority backing (a consensus; no formal votes were taken).

Charles D. Tenney
Vice-President for
Instruction



COMMITTEE CONSIDERATION OF
STATE-WIDE POLICIES

Policy Question 1 - College-going rates.

- (a) Every student should have a maximum opportunity to develop his talent at a collegiate institution.
- (b) A greater proportion of high school graduates should go to college especially those academically qualified.
- (c) Very low or free tuition is desirable at public institutions.
- (d) A much expanded state scholarship program (in number and in amount of money) should be offered to students to attend Illinois institutions.

Policy Question 2 - Admission Standards.

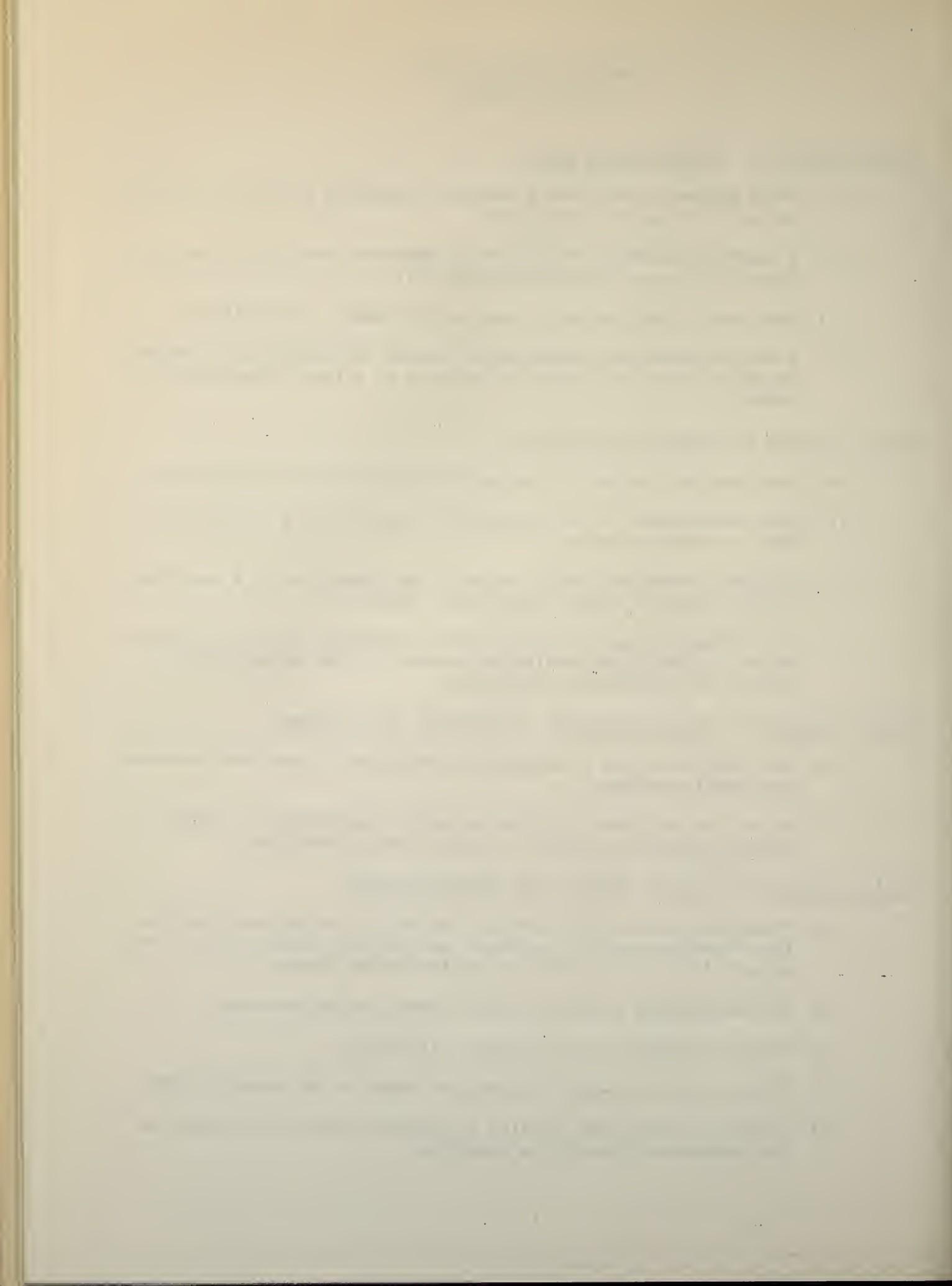
- (a) Some minimum standard for all state institutions seems desirable.
- (b) Each institution, at its discretion, should be able to modify upward any minimum standard.
- (c) Admission standards should be set by the faculty or by a committee of which faculty members constitute a majority.
- (d) The California system of differential admission standards by types of institution is not desirable because it tends to make first, second, and third-rate institutions.

Policy Question 3 - Enrollment Trends of Nonpublic Institutions.

- (a) Give additional aid to nonpublic institutions through the increased scholarship program.
- (b) Do not set enrollment ceilings on public institutions in order to divert students to nonpublic colleges and universities.

Policy Question 4 - Size of Campuses and Decentralization.

- (a) There is a maximum efficient and desirable size for each institution depending upon its location, program, and other factors. The proper size may vary from one institution to another.
- (b) New institutions should be located where the students are.
- (c) Two-year colleges should be widely dispersed.
- (d) Two or three new 4-year institutions appear to be needed by 1970.
- (e) The exact ceilings on existing institutions should not be part of the recommendations of this committee.



Policy Question 5 - Encouraging Students to go to 2-year Colleges.

- (a) More 2-year colleges should be formed.
- (b) No special scholarships for attending 2-year colleges should be offered.

Policy Question 6 - Methods of Encouraging 2-year Colleges.

- (a) The location of institutions should be determined by concentrations of potential students.
- (b) Some state agency should plan for the locations and programs of new 2-year colleges.
- (c) The state should partly finance and supervise a system of 2-year colleges. The state is far behind in technical education.
- (d) The state should pay all the costs of some new 2-year colleges.
- (e) A new 2-year college board should be under the Board of Higher Education in the same way as boards of existing institutions.

Policy Question 7 - Improved Technical and Semi-Technical Education.

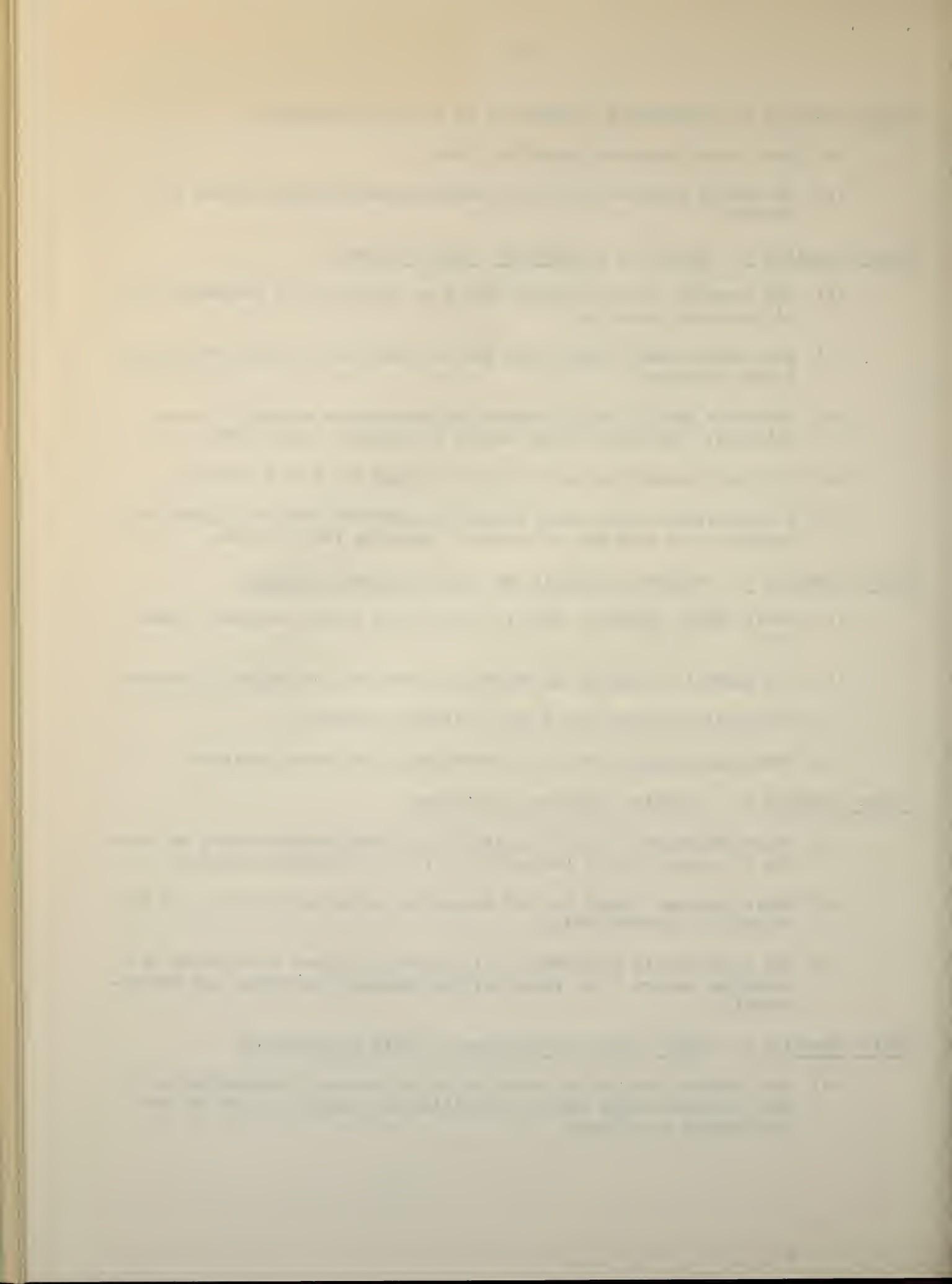
- (a) Great effort should be made to improve and extend technical education.
- (b) The emphasis should be on technical rather than vocational programs.
- (c) Technical programs should have a liberal arts base.
- (d) Technical programs should be associated with 2-year colleges.

Policy Question 8 - Promoting Additional Education.

- (a) Adult education is highly desirable but institutions should not have for it responsibility comparable to that for academic programs.
- (b) Adult programs should be self-supporting especially if they are avocational or professional.
- (c) The state should lend additional financial support to programs of a technical nature (i.e. those falling between avocational and professional).

Policy Question 9 - Public Service Activities of State Universities.

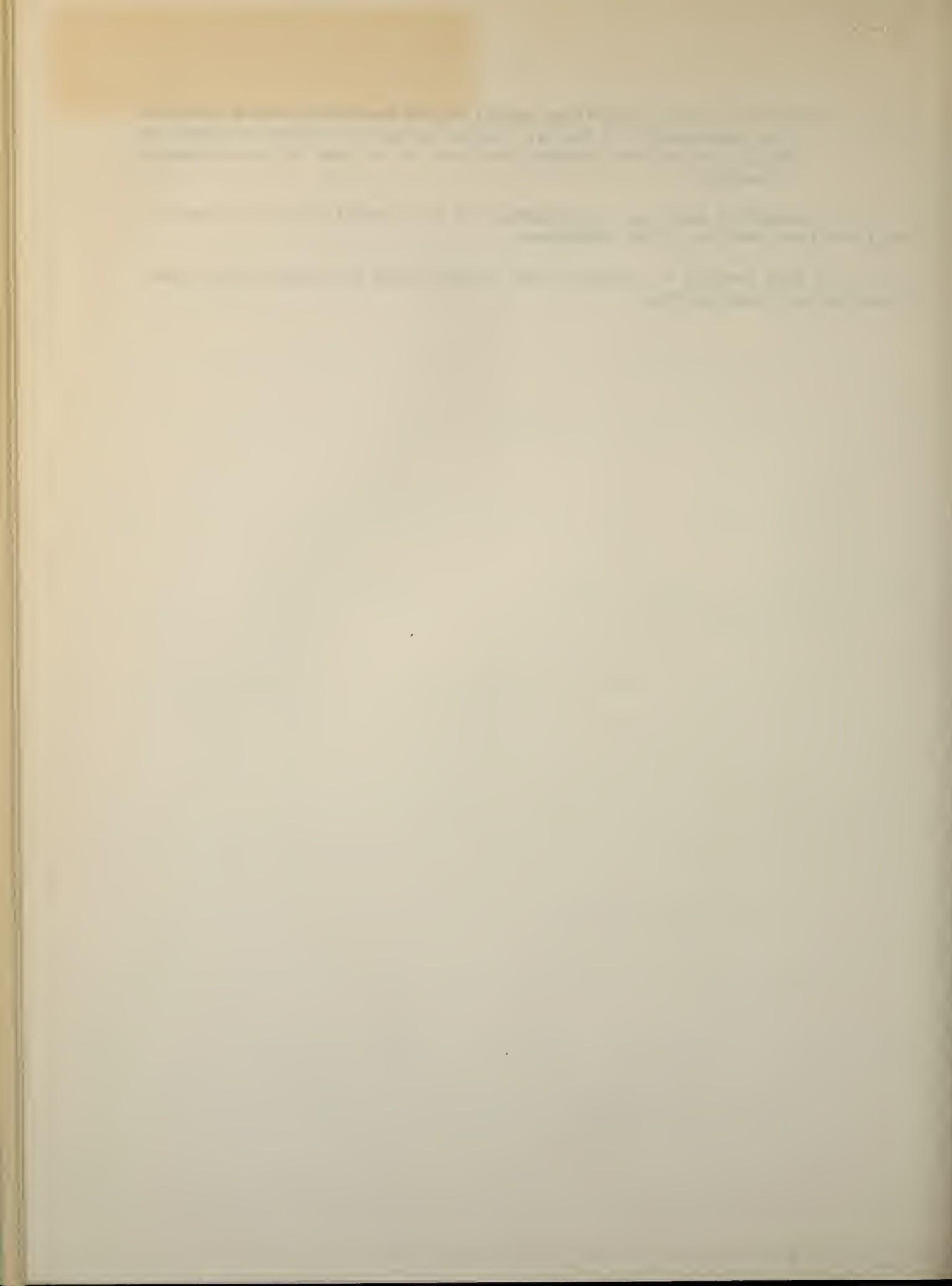
- (a) The problem is to bring order out of the general disorganization of such programs among state universities not whether or not the service should be offered.



- (b) Public service activities should engage the creative and imaginative scholarship of faculty members as basic research projects and should not be mere routine jobs that can be done by other agencies of society.

The committee deferred consideration of the remaining policy questions until the next meeting of the committee.

The next meeting is scheduled for November 11th in Chicago and the one following for December 9th.



1963

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

October 21, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

Questionnaires, Institutional Studies, and University Reports

For a number of years, the various offices and divisions of the University have been increasingly under pressure to provide data for questionnaires and reports of all kinds. These requests have come to us from accrediting agencies, from federal agencies, from educational and other professional organizations, from individual educational researchers, from yearbooks and encyclopedias, and even from newspapers and magazines. Recently, the establishment of the State of Illinois Board of Higher Education, resulting in the establishment of a dozen or more study committees, has also resulted in intensifying the desire for factual information about the University. Furthermore, within the University itself different agencies engaged in self-studies may overlap or duplicate each other's efforts.

Hitherto, a number of staff members burdened with other assignments have handled these requests and studies as best they could. Recently, however, Mr. Keith Smith has been added to the President's Office to coordinate institutional studies and to serve as liaison officer with automatic data processing operations, including development of systems and procedures. Part of his responsibility is to insure that the University is able to provide correct information and to avoid the kind of contradictions that creep into information derived from various sources, none of which has a complete view of the facts about the University.

All persons receiving questionnaires or other requests for information, or developing studies of such matters as enrollments, budgets, building space, salary levels, organization, or general policy, are requested to refer these to Mr. Smith, who will either provide or check the data. He is now working out with our Data Processing Office methods of getting a great many facts permanently on cards or tape, with a view to reducing the amount of staff time which has hitherto gone into the handling of such requests. In many cases, he can point to short cuts for the filling out of such questionnaires and where he cannot, he can perhaps assimilate into our data system materials which will have future value to staff members. At all events, we hope with his help to develop a central source of knowledge about the University and to avoid duplication and overlapping in the institutional study activities of the various segments of the University.

Effective immediately, therefore, will you please consult promptly with Mr. Smith about the best method of handling any such requests or studies?

Delyte W. Morris
President

257002

~~Delta~~
~~Herrick~~

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

October 22, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

GENERAL FACULTY MEETING

Last year the Secretary of the University Faculty solicited responses regarding the preferences of the faculty on various topics for the general faculty meeting. The summary of the results revealed that the first topic of primary interest to the faculty was the subject of faculty welfare. This subject was taken up in a graphic presentation at the faculty meeting last spring.

The item which merited second place among the faculty preferences for topics for the general faculty meetings was the subject of reorganization. The matter of reorganization is developing on two levels during the present academic year. Locally, progress is being made in the reorganization of the University that will ultimately result in the revision of the Statutes. On the State level the Master Plan for Higher Education in Illinois is developing rapidly and the time for completion of the tentative proposals is upon us. Upon the advice of the new All-University Faculty Council it was decided that the first meeting of the University Faculty should be devoted to the consideration of the Master Plan developments.

The Illinois State Board of Higher Education has established ten technical study committees to assist in developing the Master Plan and three advisory committees including a Faculty Advisory Committee. It has been decided to request those persons from Southern Illinois University who hold positions on these committees to participate in a symposium and bring together for us the thinking and the ideas that bear upon the Master Plan. Since it is desired to hear presentations from all our representatives, and to provide opportunity for questions and discussion, the All-University Faculty Council felt that the meeting should be divided into two sessions. Therefore, two sessions of the general faculty meeting have been scheduled for each campus as follows:

At Carbondale

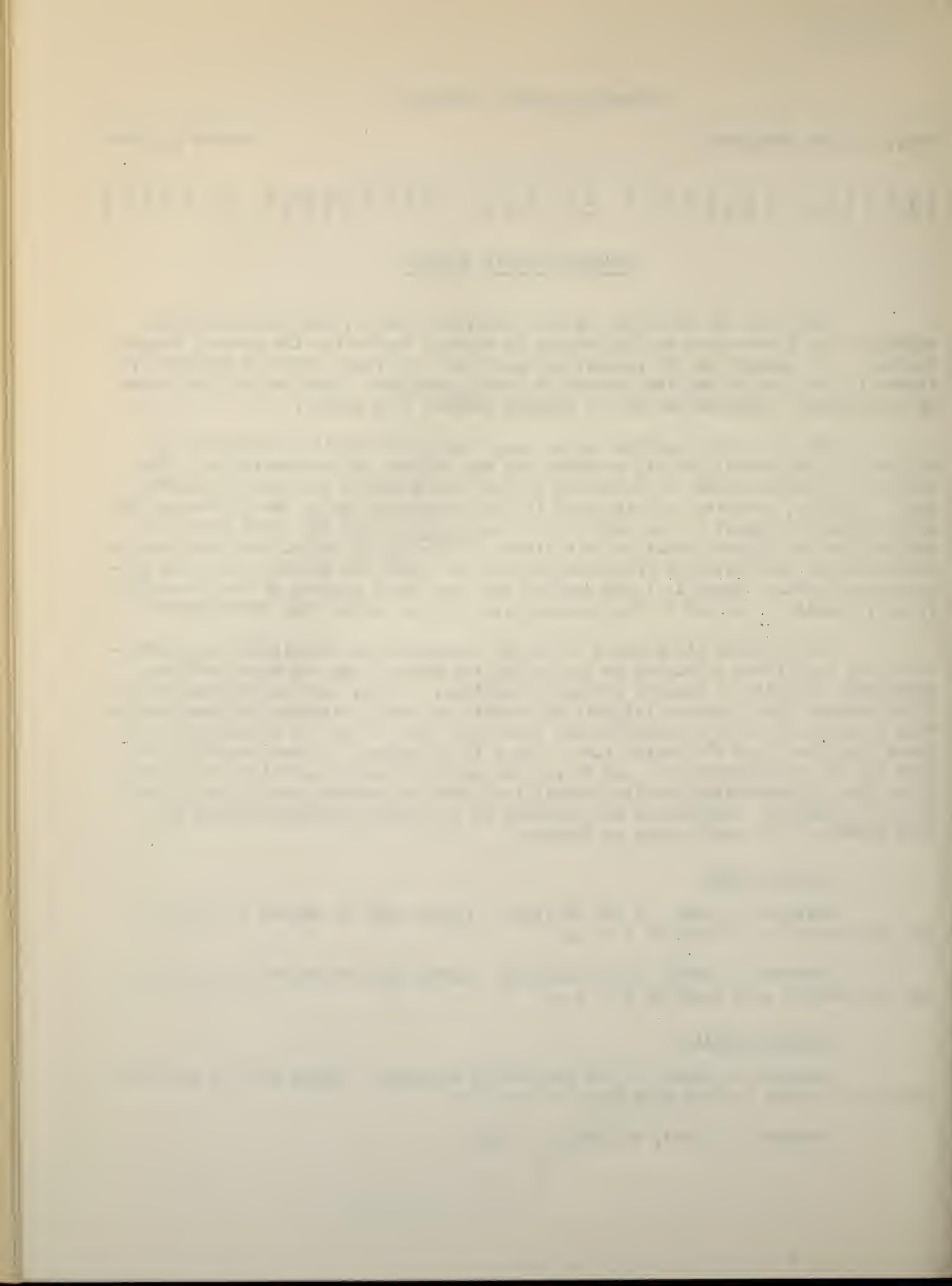
November 7, 1963, in the Ballroom. Coffee will be served at 3:30 p.m. and the meeting will begin at 4:00 p.m.

November 8, 1963, in the Ballroom. Coffee will be served at 3:30 p.m. and the meeting will begin at 4:00 p.m.

At Edwardsville

November 14, 1963, in the auditorium at Alton. Coffee will be served at 3:30 p.m. and the meeting will begin at 4:00 p.m.

November 26, 1963, at East St. Louis.



A list of these committees and our representatives thereon follows:

<u>Committee</u>	<u>Representative from Southern</u>
Committee A - College Enrollments	Jacob O. Bach
Committee B - Admission and Retention of Students	Robert A. McGrath
Committee C - Faculty Study	Charles D. Tenney
Committee D - Collegiate Programs	William J. McKeefery
Committee E - Research	Harvey I. Fisher
Committee F - Two-Year Colleges	---
Committee G - Extension and Public Service	Richard C. Franklin
Committee H - Vocational-Technical and Adult Education	Ernest J. Simon
Committee I - Physical Facilities	George H. Hand
Committee J - Illinois Financing of Higher Education	John S. Rendleman
Faculty Advisory Committee	Robert W. Duncan Willis Moore

Prior to the first session, you will receive a short summary of the committee work done thus far toward the Master Plan. This summary should serve as an overview of the committee effort and provide a framework for the presentations in the general faculty meeting sessions.

Following the format used last year, a series of small unstructured faculty discussion groups will be scheduled during the winter quarter at which the faculty can exchange views and discuss problems with the administration. Each member of the University Faculty will receive a personal notice of his discussion group.

Delyte W. Morris
President

*Graduate School
Policies*

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois
23 October 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

TEXTBOOKS FOR GRADUATE STUDENTS

Beginning with the winter quarter graduate students will no longer receive textbooks as part of the rental system. Instead they will be expected to purchase such books as are required for class use. This change is being made as the result of a recommendation by evaluators from the North Central Association.

The Textbook Service will continue to stock graduate textbooks and will offer them for sale. Undergraduate textbooks will also be available to graduate students but only on a sale basis.

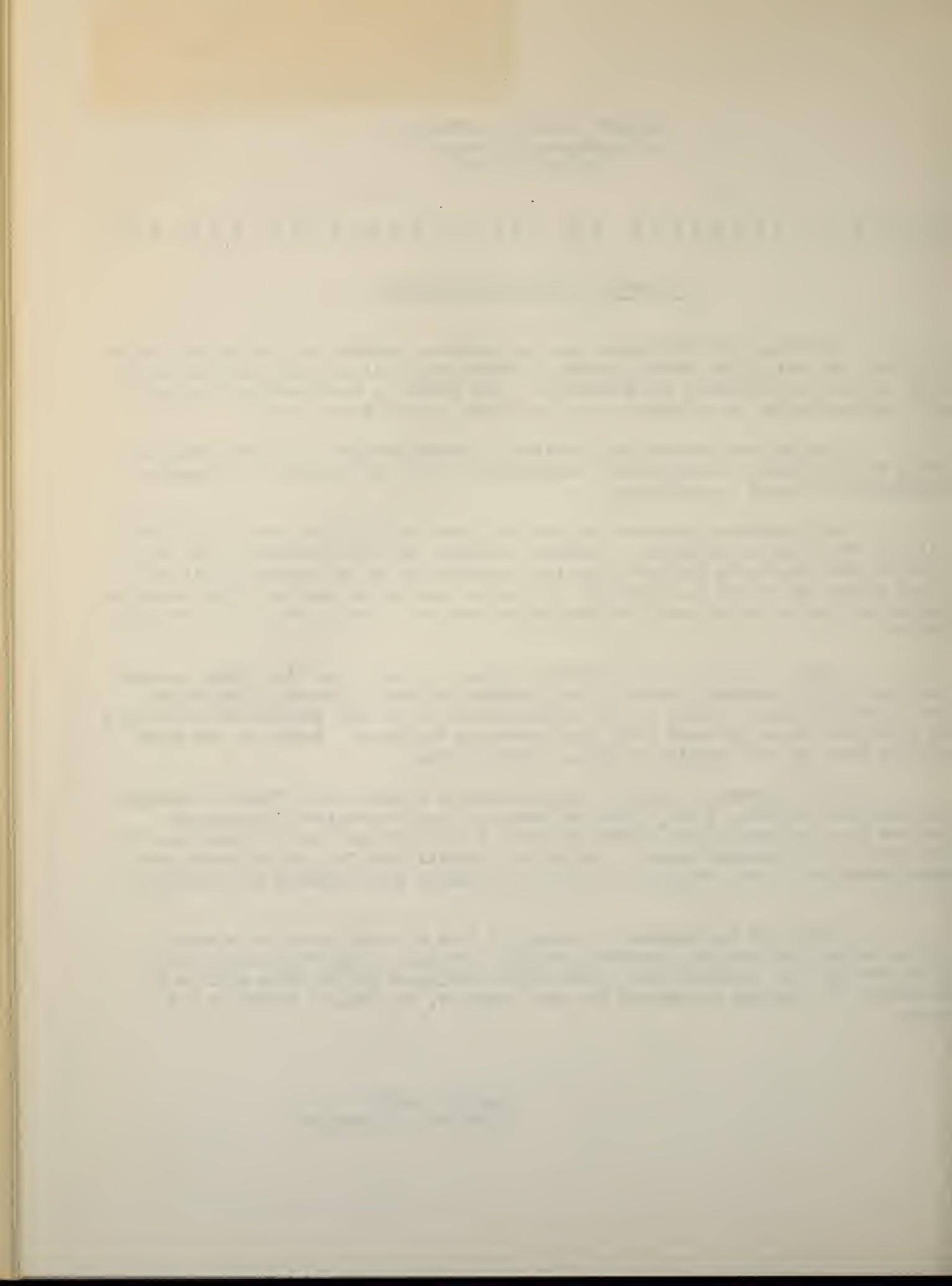
Until expanded quarters are available for the Textbook Service in Morris Library, the sale of textbooks to graduate students will be conducted on the fifth floor of the Library at the same location where the return of textbooks will take place at the end of the fall quarter. The sales area may be reached either by walking up the center stairs near the circulation desk or by taking one of the new elevators.

Within the next year, Textbook Service will move from its present crowded quarters to the southwest corner of the basement of Morris Library. With an area four times the present, most of the collection can be on open shelves and there will be sufficient space for both issue and turn-in of textbooks. Access to the area will be from the west outside entrance to the building.

Faculty members teaching graduate courses should notify Textbook Service no later than November 8 the titles and number of copies required for graduate courses to be offered in the winter quarter. Such lists must bear the approval of the Dean of the Graduate School. Copies of a special form for such requests are being supplied to each department. Additional copies are available from Textbook Service.

Because of the expense in converting from a rental system to a sales system we ask that faculty, wherever feasible, continue to use the present textbooks for the next calendar year. After this conversion period there will be no obligation to continue the use of the same texts or, in fact, to designate any texts.

Ralph E. McCoy
Director of Libraries



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

October 24, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y A N D S T A F F

Questionnaires, Institutional Studies, and University Reports

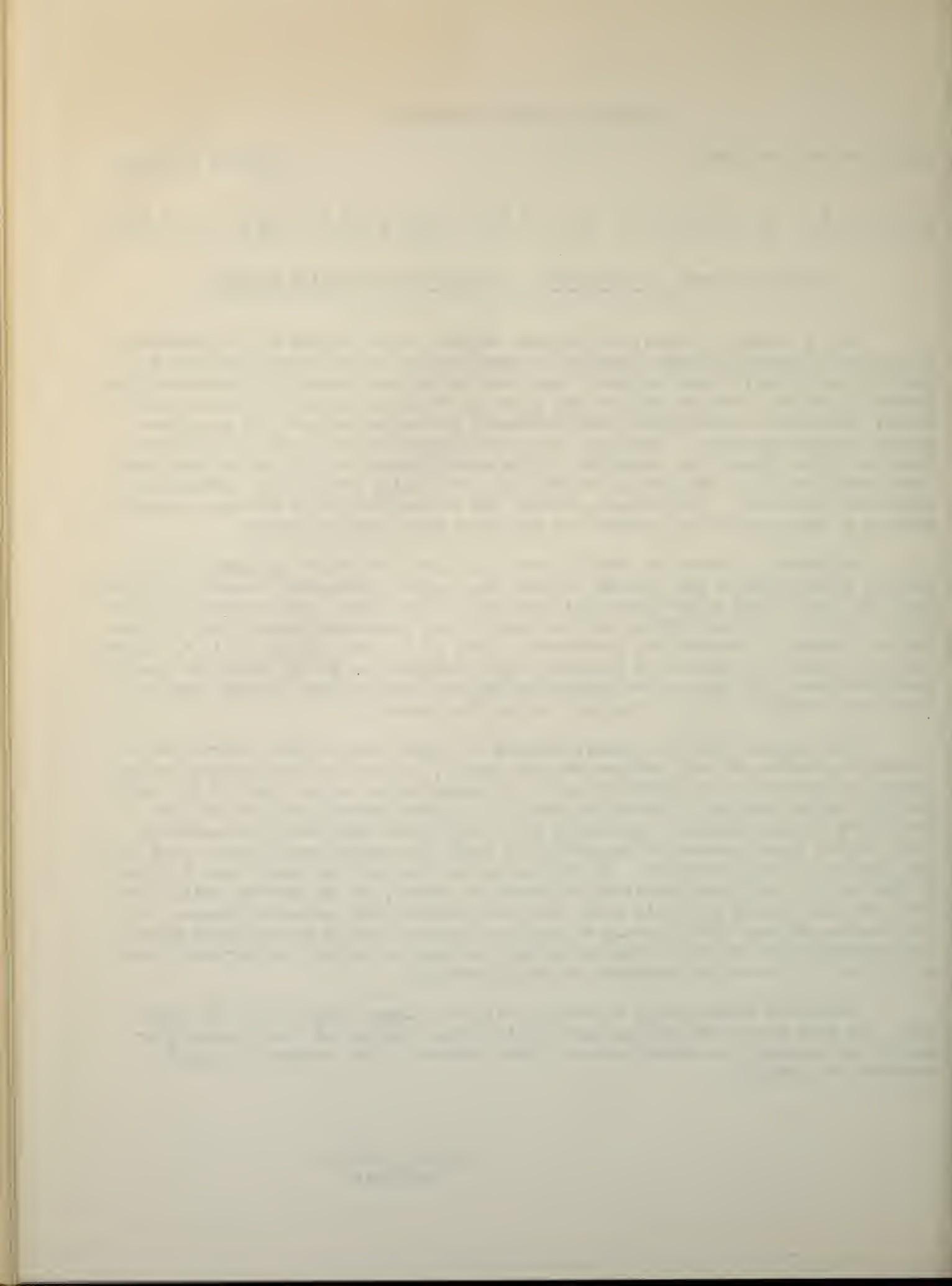
For a number of years, the various offices and divisions of the University have been increasingly under pressure to provide data for questionnaires and reports of all kinds. These requests have come to us from accrediting agencies, from federal agencies, from educational and other professional organizations, from individual educational researchers, from yearbooks and encyclopedias, and even from newspapers and magazines. Recently, the establishment of the State of Illinois Board of Higher Education, resulting in the establishment of a dozen or more study committees, has also resulted in intensifying the desire for factual information about the University. Furthermore, within the University itself different agencies engaged in self-studies may overlap or duplicate each other's efforts.

Hitherto, a number of staff members burdened with other assignments have handled these requests and studies as best they could. Recently, however, Mr. Keith Smith has been added to the President's Office to coordinate institutional studies and to serve as liaison officer with automatic data processing operations, including development of systems and procedures. Part of his responsibility is to insure that the University is able to provide correct information and to avoid the kind of contradictions that creep into information derived from various sources, none of which has a complete view of the facts about the University.

All persons receiving questionnaires or other requests for information, or developing studies of such matters as enrollments, budgets, building space, salary levels, organization, or general policy, are requested to refer these to Mr. Smith, who will either provide or check the data. He is now working out with our Data Processing Office methods of getting a great many facts permanently on cards or tape, with a view to reducing the amount of staff time which has hitherto gone into the handling of such requests. In many cases, he can point to short cuts for the filling out of such questionnaires and where he cannot, he can perhaps assimilate into our data system materials which will have future value to staff members. At all events, we hope with his help to develop a central source of knowledge about the University and to avoid duplication and overlapping in the institutional study activities of the various segments of the University.

Effective immediately, therefore, will you please consult with Mr. Smith about the best method of handling any institutional studies of the University or any of its segments involving automatic data processing and channel through him requests for services.

Delyte W. Morris
President



SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Vice President for Operations

October 28, 1963

SPECIAL BULLETIN TO THE FACULTY

Chicagoland Career Day

On Thursday, October 31, 1963, the student body of Southern Illinois University in co-operation with the professional business fraternity Alpha Kappa Psi, the Chicago SIU Alumni Club, the Chicago Association of Commerce and Industry, the Alumni Service, and the Placement Service is sponsoring the CHICAGOLAND CAREER DAY.

This activity will involve approximately 28 Chicago area firms and organizations, including the City of Chicago Schools. They will have display booths in the Ballroom of the University Center open from 8:00 a.m. to 5:00 p.m.

The general theme of the Career Day will be to emphasize to our students and faculty the various economic, cultural, social, and civic opportunities available within the greater Chicago area. Since this is an all-day activity, it is our hope that as many thousands of our students, faculty, and staff as possible will avail themselves of this excellent opportunity to become better acquainted with our friends from Chicago.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 1, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

PRELIMINARY SUMMARIES OF THE MASTER PLAN COMMITTEES

As promised in the Special Bulletin of October 22, 1963, short summaries of the work done thus far by the Master Plan Committees of the Illinois State Board of Higher Education are forwarded herewith. The summary of Committee C (Faculty Study) is not included, but will reach you at a later date.

The attached brief and unofficial summaries of the preliminary reports of each of the committees (excepting Committee C) have been prepared as an overview for the presentations to be given in general faculty meeting sessions by the committee members from Southern Illinois University. It should be remembered that all of the reports are the initial and preliminary statements of the study committees and that further work is to be accomplished before the preparation of final summaries and recommendations.

CHANGE IN GENERAL FACULTY MEETING SESSION DATE AT CARBONDALE

Due to commitments of the committee members, it has become necessary to reschedule the faculty meetings set for Carbondale on November 7 and 8 to November 8 and 13, 1963, at 4:00 p.m. For clarification, the complete schedule of the sessions is reproduced below.

At Carbondale

November 8, 1963
(4:00 p.m. in the Ballroom, Coffee at 3:30 p.m.)

Committees B, G, I, and J
will be reported.

November 13, 1963
(4:00 p.m. in the Ballroom, Coffee at 3:30 p.m.)

Committees A, C, D, and H
will be reported.

At Edwardsville

November 14, 1963
(4:00 p.m. in the Auditorium at Alton,
Coffee at 3:30 p.m.)

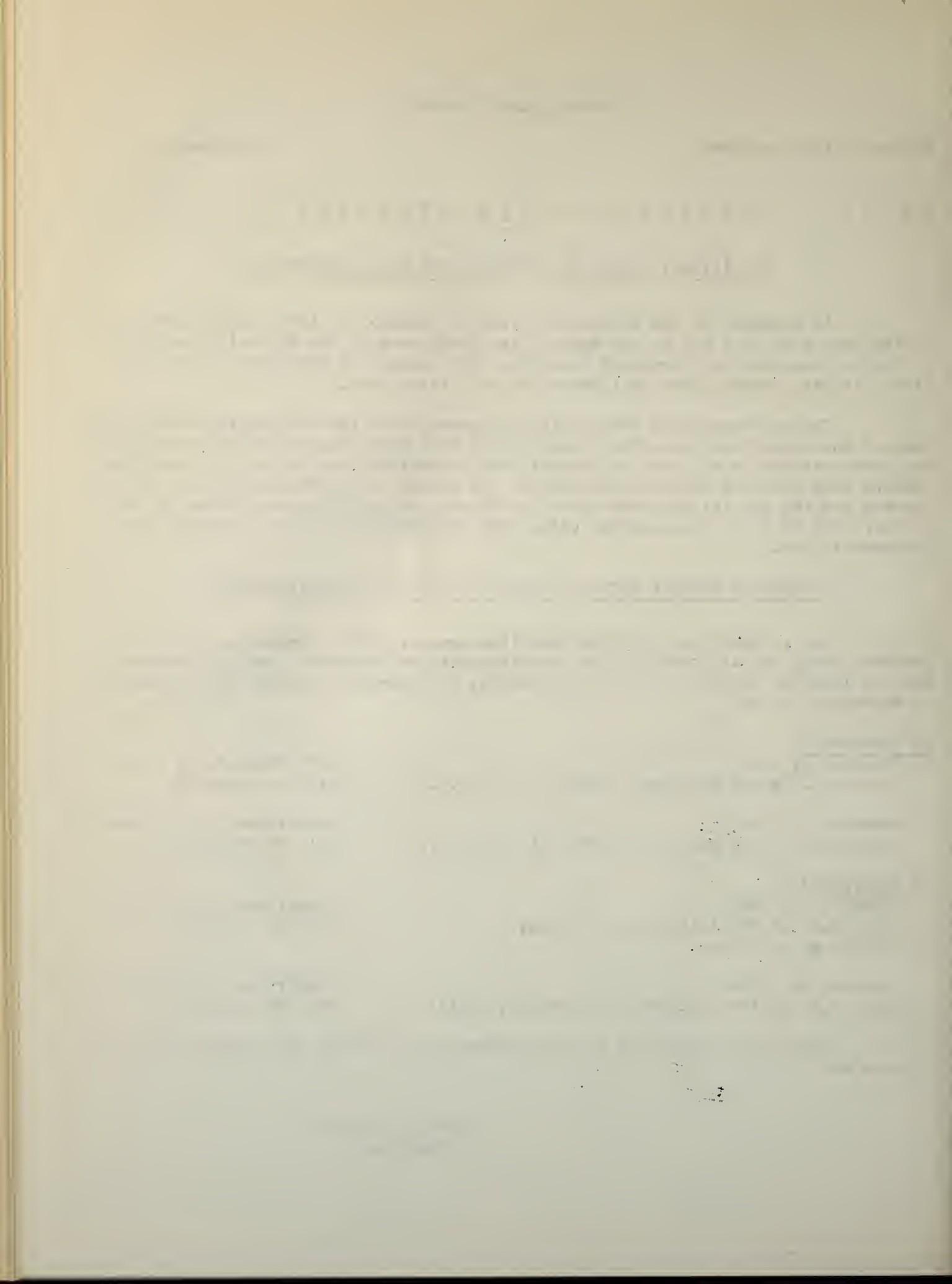
Committees B, G, I, and J
will be reported.

November 26, 1963
(4:00 p.m. in the Auditorium at East St. Louis)

Committees A, C, D, and H
will be reported.

Time will be allotted at each session for questions and answers and general discussion.

Delyte W. Morris
President



COLLEGE ENROLLMENTS

(Committee A)

College-Age Population Projections to 1980. The college-age population, (18, 19, 20 and 21 years of age) which in 1960 numbered 482,360 persons, by 1970 is expected to increase to 722,000 persons, and by 1980 to 920,000 persons. For the entire period of these projections, therefore, these figures represent a total gain of some 437,000 college-age persons. However, this overall gain is not expected to be distributed evenly in the several subdivisions of the State. In terms of percentage, the 90.6 percent gain for the State between 1960 and 1980 is expected to be distributed as follows: (1) Chicago metropolitan area +136.6 percent, (2) Illinois excluding Chicago metropolitan area +21.2 percent, (3) Southern Illinois -8.8 percent, and (4) East St. Louis metropolitan area +110.5 percent of 1960 college-age population for each area.

Higher Education Enrollment Estimates to 1980. Compared with a total of some 200,000 degree-credit students in institutions of higher education in the State of Illinois in 1960, the estimated number for 1970 is expected to be somewhere around 393,000 and for 1980 close to 555,000. This represents an enrollment increase of 96 percent for 1970, and 177 percent for 1980. To state it in another way, for every 100 students in 1960 we may expect to have 196 in 1970 and 277 in 1980.

-- Summary of Report No. 1, College-Age Population and Higher Education Enrollment Estimates in Illinois to 1980 (Preliminary Report, 9 April 1963)

Enrollment in Public and Nonpublic Higher Education Institutions in Illinois, 1950-1980. If the prevailing enrollment trends of the 1950 to 1960 decade continues until 1980 a total enrollment of 555,000 can be expected in Illinois institutions of higher education. This represents an increase of 163.4 percent over 1962 enrollment for public and a 111.9 percent increase for nonpublic institutions. The projected 1980 enrollment indicates that 58.4 percent of the degree-credit students will be in public and 41.6 percent in nonpublic institutions.

-- Summary of Report No. 2, Degree-Credit Enrollment in State of Illinois Public and Nonpublic Higher Education Institutions - 1950 to 1980 (20 July 1963)

College-Age Population Projections for Eight Metropolitan Areas in Illinois, 1960 to 1980. In a separate study the Committee considered the eight standard metropolitan statistical areas (defined by the Bureau of the Census) located wholly or in part in Illinois: Chicago, St. Louis, Peoria, Rockford, Rock Island, Springfield, Champaign-Urbana, and Decatur. Data for the St. Louis area consider only East St. Louis and the metropolitan counties of St. Clair and Madison.

In 1960 the eight metropolitan areas included 74.6 percent of the total college age group. It is projected that in 1980 these same areas will account for 91.9 percent of the total college age youth in Illinois, a dramatic indication of increased urbanization. (See following table.)

ACTUAL AND PROJECTED COLLEGE AGE YOUTH, 18-21, ILLINOIS S.M.S.A. 'S.

<u>Year</u>	<u>Illinois</u>	<u>Chicago</u>	<u>St. Louis</u>	<u>Peoria</u>	<u>Rockford</u>	<u>Rock Island</u>	<u>Springfield</u>	<u>East</u>	<u>Champaign</u>	<u>Urbana</u>	<u>Decatur</u>
1960*	482,000	287,707	21,396	13,831	10,045	7,230	7,017	6,338	5,664		
1962*	533,000	314,372	24,057	14,740	11,021	7,837	7,442	6,161	6,222		
1965	570,000	358,344	29,470	16,930	12,734	8,992	8,557	6,279	7,187		
1970	722,000	474,754	38,956	22,377	17,442	11,767	11,007	8,371	9,319		
1975	847,000	592,975	48,619	26,640	20,637	13,261	12,494	11,378	10,980		
1980	920,000	683,622	50,489	28,474	22,270	14,469	13,257	14,948	11,224		
<hr/>											
<u>PERCENT OF TOTAL</u>											
1960*	100	59.7	4.4	2.9	2.1	1.5	1.5	1.3	1.2		
1962*	100	59.0	4.5	2.8	2.1	1.5	1.4	1.2	1.2		
1965	100	61.9	5.1	2.9	2.2	1.6	1.5	1.1	1.2		
1970	100	65.8	5.4	3.1	2.4	1.6	1.5	1.2	1.3		
1975	100	70.0	5.7	3.1	2.4	1.6	1.5	1.3	1.3		
1980	100	74.3	5.5	3.1	2.4	1.6	1.4	1.6	1.6		

*Actual

The most striking evidence in the table is the great preponderance of the present and projected college-age population in the Chicago area--from 59.7 percent of actual population in 1960 to 74.3 percent of the total projected for 1980. The projected increase from 1960 (482,000 youth) to 1980 (920,000 youth) is 90.9 percent.

The East St. Louis area is second in size--but not a close second. The 21,396 college-age youth living in that area in 1960 represent 4.4 percent of the state total; the 50,489 college-age youth estimated for 1980 represents 5.5 percent of the state's total: The projected increase in the twenty years is 135.5 percent.

-- Summary of Report No. 3, College-Age population Projections for Standard Metropolitan Statistical Areas and Metropolitan Counties, State of Illinois; 1961 to 1980 (13 August 1963)

Observations and Implications for Southern Illinois University. College-age population in the 31 southern Illinois counties showed a decrease of 13.7 percent from 1950 to 1960. At the same time that there has been a shift of the rural and semi-rural population of southern Illinois into urbanized areas, resulting in a smaller percentage of college-age population in the 31 counties, Southern Illinois University has been attracting an increased proportion of students from urbanized areas. Between 1950 and 1960 college enrollment in the 31 counties of southern Illinois increased 266.5 percent. The Committee notes that the factor of migration in their projections represents the widest range of error.

Some question might be raised as to whether the private institutions of higher education in Illinois will be able and willing to absorb the 111.9 percent increase in enrollment that it is estimated they will have by 1980.

and a commoner form of older which would have been used with
the same meaning in the same way as the present one. It is
not clear whether the old form was more common than the new.
The old form is still used in some cases, e.g. in the expression "to
have a good name".

The present form is also used in some cases, e.g. in the expression "to
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ADMISSION AND RETENTION OF STUDENTS

(Committee B)

The following summarizes data supplied by 75 Illinois colleges and universities, 33 public and 42 nonpublic.

Freshman Admission Standards. Nonpublic institutions of higher education, at least in part because of financial limitations, are becoming more and more selective in their admissions. The proportion of students enrolled in non-public institutions is declining at a rate of one percent per year. A smaller number of publicly supported institutions are having to admit a greater number of qualified applicants.

Except for the state universities, admission standards do not vary with geographical origin of students. Less than half of the institutions require minimum class rank (40 percent) or minimum grade point average (30 percent) for admission. Seventy-six percent require entrance tests. The Committee recommends more imaginative and varied selection policies, but greater uniformity in entrance testing.

Ability Characteristics of the Entering Student. Institutions of higher education in Illinois draw roughly forty percent of their freshmen from the top quarter of graduating high school classes and another thirty percent from the second quarter. Only thirty percent of the college freshmen come from the bottom half. (The Carbondale Campus draws 38.8 from upper quarter, 33.5 from second quarter. The Edwardsville Campus draws 40 percent from upper quarter, 41 percent from second quarter.) Private institutions tend to draw their students more heavily from the top quarter than do public institutions, but they draw only five percent more of their freshmen from the top half of high school classes than do Illinois public institutions. Although there are notable exceptions, there is no significant difference in the academic quality of Illinois freshmen (as judged by class rank) in private and public institutions. There is also no significant difference in the academic quality of in- and out-of-state students in either public or nonpublic colleges.

Are Illinois high school graduates with the greatest ability going to college? 24.7 percent of the upper quartile and 44.3 of the second quartile, based on high school rank, do not attend college. Of these who do not go to college, 36.5 percent are in the upper half on the Total Academic Aptitude Score in the Statewide High School Testing Program. To counteract the great loss of higher ability students, the Committee recommends that great care be given in the locating of additional higher educational institutions and that continued attention be given to the cost of attending college. The latter might take the form of tuition free grants-in-aid for students from lower income families based upon ability to maintain a satisfactory level of academic accomplishment while attending a higher educational institution.

THE AMERICAN REVOLUTION

the British Government, and the American colonies were to be taxed by Parliament. The colonists had been taxed before, but they had always been represented in the assemblies which levied the taxes. The new tax law was to tax the colonies without giving them any representation in the British Parliament. This was the first step in the long process of separation from Great Britain.

The colonists were very angry at this new tax law. They thought it was unfair and unconstitutional. They believed that they had the right to govern themselves and that they should be represented in the British Parliament. They also believed that the British Government had no right to tax them without their consent.

The colonists organized themselves into a number of groups to protest against the new tax law. One of the most important groups was the Sons of Liberty. They held meetings and gave speeches to rally support for their cause. They also organized boycotts of British goods and organized protests against the new tax law.

The British Government responded to the colonists' protest by sending more troops to America. This only made the colonists more angry. They believed that the British Government was trying to suppress them and that they had no choice but to fight for their freedom.

The American Revolution began in 1775 when the colonists started fighting against the British troops. The revolution lasted for eight years and ended with the signing of the Declaration of Independence in 1776. The revolution was a success and the United States of America was born.

Admission Standards for Transfer Students. Considerable variation exists among Illinois schools in the requirement standards for transfer students: 52.7 percent require good academic standing; 83.8 percent require good disciplinary standing. Illinois institutions generally express a willingness to admit transfer students who have acceptable records and grant them credit; they also indicate a flexibility that permits careful consideration of exceptional students who do not meet the usual requirements. Illinois colleges and universities follow the national pattern of higher education in making provisions for students with varying abilities and motivations, where there is an opportunity for the "late bloomer," a second chance for the student who made an unfortunate first choice of curriculum, or who for a variety of other reasons made a poor start.

The Committee recommends that state institutions have admission standards for transfer students which are similar, but which permit individual departures. Free interchange among institutions is desirable for the clarification of entries on student records. The Committee recommends that institutions use care in the admission of transfer students to insure that no student is denied the possibility of transfer if there is evidence that he may be successful, but that the college student presenting evidence indicating little or no possibility of success in college be discouraged from transferring.

COLLEGIATE PROGRAMS

(Committee D)

The historical development of institutions of higher education in Illinois has allowed each institution to be concerned with limited segments of programs and geography. As a result, some fragmentation and duplication have resulted, while not all needs have been met.

The Committee believes that it is essential that the institutions themselves have a large part in their own destiny, but that this development be part of an orderly, long-range development plan of higher education in Illinois.

To serve as a basis for such a plan the Committee recommends a classification system for programs offered by institutions of higher education in Illinois by: (1) level, (2) subject field, (3) institution or cluster of programs, and (4) geographic location of programs.

"The purpose of a classification system is to provide for the distinctiveness and diversity which institutions of higher education should maintain to best serve the needs of the citizens of the state. ... Concentrating certain high cost professional programs at specified institutions, colleges, and universities will conserve funds which can be expended to improve their programs. ...

"If certain distinctive curricular programs are agreed upon as the exclusive responsibility of a limited number of institutions, the possibility of producing higher quality education within the state is increased. In most cases the programs are of a professional type and require costly equipment, highly specialized faculty, and unique building facilities.

"When a limit is set on institutions that can offer a particular program it allows that group of institutions to establish standards and to prescribe acceptable prerequisite courses. It would be inappropriate for other institutions to offer initial professional courses in the field without the concurrence of the institutions assigned exclusive jurisdiction. The unique vantage point of the State Board makes it of strategic importance in resolving jurisdictional differences over curricular programs and in initiating periodic review."

Classification by Level

The following three groupings by level are recommended:

1. Associate level--one or two-year programs which may lead to an associate degree.

2. Bachelor's and master's level--four to six-year programs leading to baccalaureate, master's, or specialist's degrees.

3. Doctoral level--programs beyond the five-year level leading to the doctorate and advanced professional degrees.

The Committee makes the following recommendations with respect to the associate level (two-year) program:

"The quality of programs in associate level institutions should be consistent and equal to the first two years of baccalaureate-master's level institutions.

"The associate level institutions should be developed and administered as an integral part of higher education and should not remain as part of local public school systems.

"A significant portion of emphasis of the first two years of either general or technical higher education must be assigned to developing wisdom about major ideas, not simply acquiring skills. The liberal arts and sciences should be offered in all institutions. It should be the understood obligation of all new public institutions approved at a given degree level to offer such programs.

"Without training in the fundamental disciplines a person's education beyond the high school is quickly out of date. All higher education is built upon the liberal arts and sciences whose educational focus consists of the subject matter fields of the humanities, the social sciences, the biological sciences, and the physical sciences."

* * *

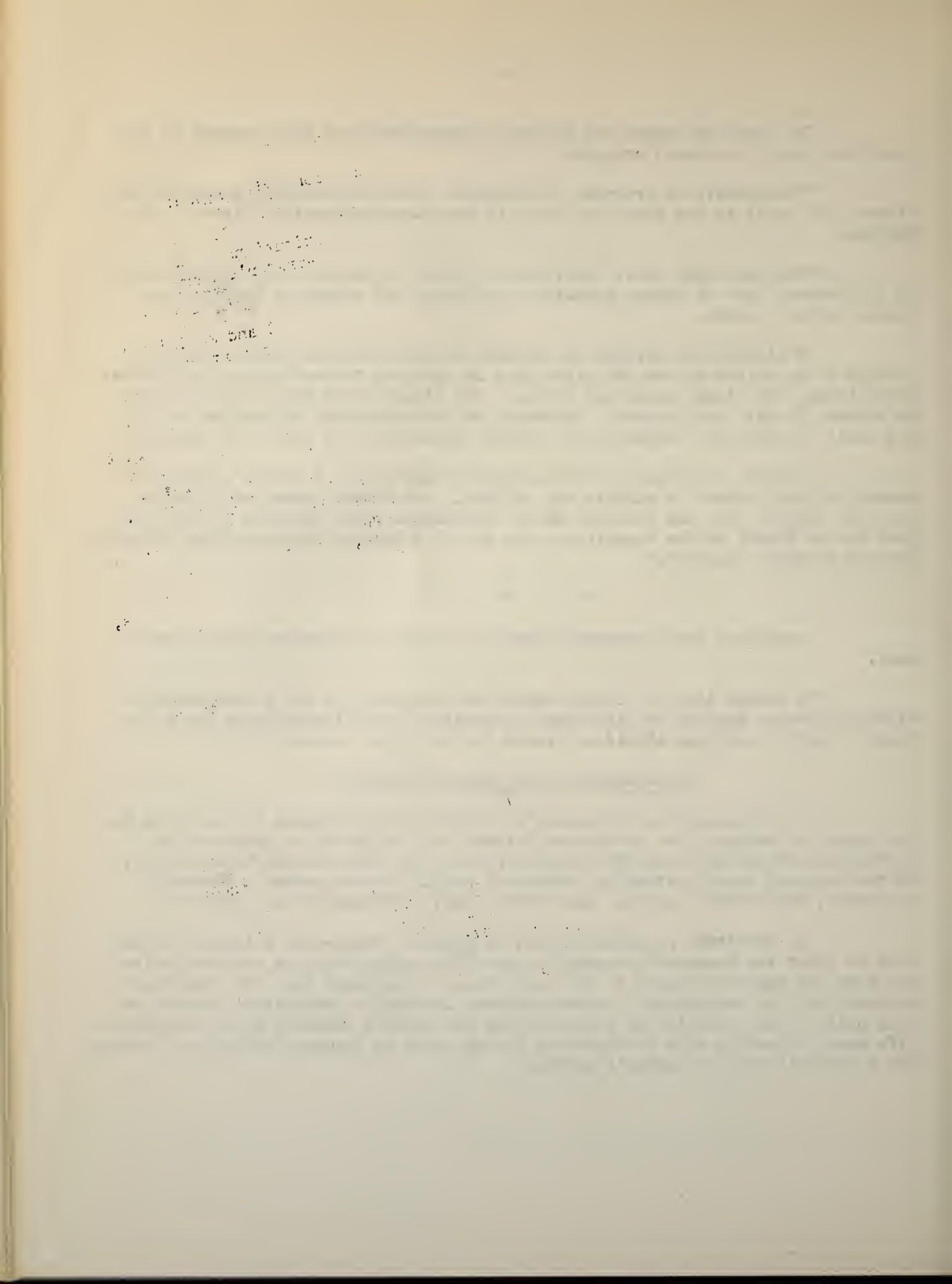
"Associate level programs should be limited to freshmen and sophomore work.

"A master list of courses should be authorized by the State Board of Higher Education from which offerings in associate level institutions are to be drawn. Special approval should be needed for all other courses."

Baccalaureate and Master's Programs

The baccalaureate and master's programs are considered in one group by the Committee because "the difference between the two is not so great as the difference between them and the advanced specialized programs of the doctorate. At the advanced level, extensive laboratory facilities are needed. Research libraries, specialized courses, and scarce faculty specialists are required."

The Committee recommends that, in general, "four-year colleges authorized to grant the bachelor's degree in certain academic areas be also authorized to grant the master's degree in the same areas. This means that all four-year colleges will be encouraged to offer programs leading to the master's degree on some basis. The explosion of knowledge and the growing complexity of contemporary life seem to justify this continuation of the trend to ignore distinctions between the bachelor's and the master's degree."



Doctoral and Professional Level Programs

The Committee recommends that a sharp distinction be made between the master's and doctoral level programs and that five-year program institutions be discouraged from extending into professional and doctoral areas. "The smaller number of students needing advanced work at the doctoral level does not justify its being made available at all institutions, but, rather, calls for its concentration in a smaller number of institutions with the specific facilities required."

* * *

"The designation of a public institution of higher education as a graduate center should be made before consideration is given to offering any particular doctoral level program. The overall readiness of the institution to accept responsibility for doctoral level work should be determined first."

The Committee distinguishes between general programs which should be offered at all schools and special programs, some at associate level and some at advanced levels, which should be offered in those specially designated institutions. Institutions should not offer courses of a professional type which may be a part of an approved special program at another institution without specific approval of the State Board of Higher Education. Among the factors the Board should take into account in allocating special programs are the following: the competency of the faculty, the availability of special resources, the availability of this program to students in the state, and the need for the program.

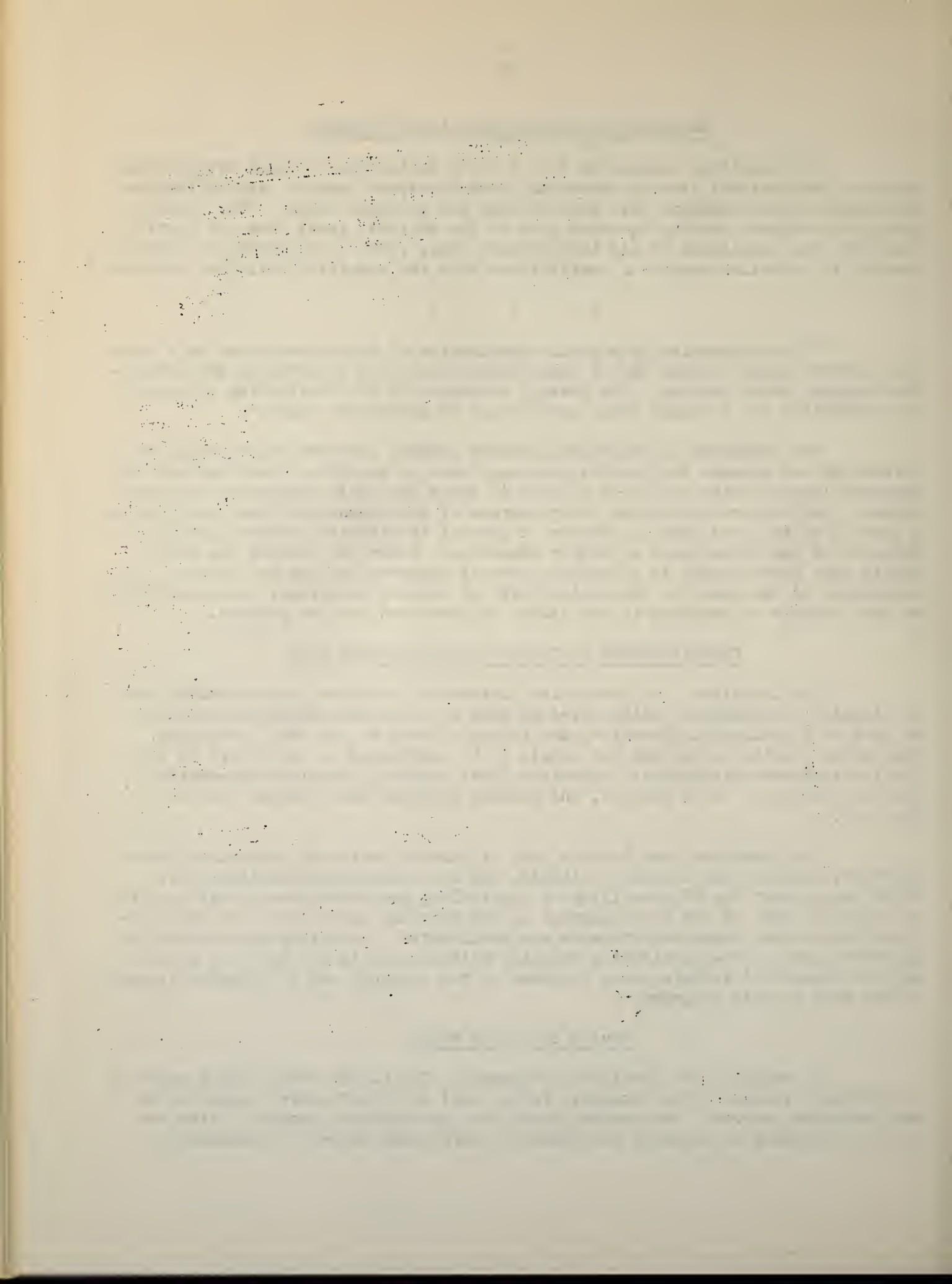
Classification by Cluster and Geographic Area

The Committee also identifies clusters or patterns of work which tend to classify institutions, using level of work as a vertical dimension, breadth of work as a horizontal dimension, and volume of work as the depth dimension. Four major profiles exist and are likely to be reproduced in the future as new institutions are established: associate level cluster, baccalaureate-master's cluster, doctorate level cluster, and special programs only cluster (medical, law, etc.).

The Committee also takes a look at classification by geographic area--northern, central, and southern Illinois, and by standard metropolitan area. "With the present day high mobility of population, geographic considerations are an important part of the establishment of new programs particularly at the associate level where commuting students are anticipated. Geography also becomes an important part of the Committee's thinking with respect to the level of program and the concept of bringing some programs to the students and of bringing students to the more complex programs."

Review by Higher Board

In addition the Committee recommends: The Higher Board should maintain a continuing review of the necessity for as well as the effective operation of each existing program. Any program which over a reasonable length of time has failed to produce an adequate enrollment or sufficient number of graduates or



which has not performed the service for which it was authorized should be referred to the institution offering the program for justification for its continuance.

"Every new program shall be established in terms of the best interest of the students who can profit from it, the cost, the facilities, and the general competency of the faculty at the appropriate degree level.

"Institutions should continue to fulfill the functions for which they have been authorized.

"When existing baccalaureate-master's level institutions are near maximum practical enrollment capacity and further demand exists, new institutions shall be established and aided by a group of faculty from the existing institutions going out to start the new campus."

In another section of the report the Committee examines the trend in degree output in the various subject fields and matches this with demands for graduates. They note six areas in which there is likely to be a sharp increase in demand for graduates in the next decade: engineering, mathematics, physical sciences, teaching, nursing, and library science. A moderate increase in demand appears in the following areas: business, dentistry, medicine, social sciences, biological sciences, home economics, and English and journalism. Only a slight increase in demand is seen in law, psychology, geography, architecture, and applied arts. No increase in demand is seen in art, agriculture, and forestry--except at the graduate level in the case of the last two.

and more and more common. In some cases it may be difficult to determine whether a particular plant is native or introduced, but nevertheless it is important to know what is present.

Secondly, there will be a gradual accumulation of information over time, and this will help to refine our understanding of the system. This is particularly important for the identification and interpretation of species that are rare or uncommon.

Thirdly, there will be a need to monitor the system over time, and this will help to track changes in the system and identify trends.

Finally, there will be a need to evaluate the system's performance against its objectives, and this will help to identify areas for improvement and refine the system's design.

In conclusion, the development of a monitoring and evaluation system for a wetland ecosystem is a complex process that requires careful planning, implementation, and evaluation. It is important to have a clear understanding of the system's objectives and to develop a system that is tailored to the specific needs of the system. By doing so, we can ensure that the system is effective and efficient in achieving its goals.

RESEARCH

(Committee E)

In its program for higher education the State of Illinois has an obligation to support the contribution to knowledge which comes through observation, experimentation, and inquiry. Research is a natural and necessary activity for institutions of higher education, particularly those concerned with graduate work. At this level, research and instruction become inseparable. This is true because those engaged in disseminating advanced knowledge are also those most likely to recognize gaps in that knowledge, especially with the help of alert and inquiring students. The Committee recommends, therefore, that priority be given to university research that is directly connected with graduate programs.

It is apparent that the need for greater numbers of persons with advanced training will require an increased number of graduate programs, greater utilization of our human resources (especially the abilities of our women citizens), and increased collaboration with research organizations, both public and private.

It is generally agreed that university research should be basic or fundamental as opposed to applied. Even more important is the matter of personal freedom of the professor to pursue those inquiries which interest him and which offer most promise to him for scholarly inquiry. Developmental work, work intended to reduce to a practical basis ideas that are already recognized, should be left to industry and government. In principle, there is nothing wrong with applied research in a university, provided it is a natural outgrowth of the interest of the faculty and not merely the performing of a service.

In recent years the greatest amount of organized research, both in cost and in volume, has been carried out in the sciences. The natural sciences have been well supported, largely by the Federal Government, and the social sciences are beginning to receive significant assistance. While the state should support quality research work if it hopes to augment its efforts through federal aid, universities should avoid any predisposition to support only those activities that receive outside funds. Work of excellence in any field should be encouraged and supported. Since outside support presently favors the sciences, it is imperative that our colleges and universities recognize their obligation to encourage and sustain creative activity in the humanities and the arts. Quality should be stressed, however, and not balance for the sake of balance. There is a direct correlation between productivity and significance of research and the individual conducting that research. Quality in research naturally accompanies quality in persons.

Because the accretion and evaluation of new knowledge come about only through repeated efforts under different conditions, because only a limited number of persons can use a research facility, and because no two persons or groups would attack a research problem in the same fashion (or follow it up, or even produce the same results), the Committee has not regarded multiple facilities or multiple personnel as overriding considerations. It suggests that concern in this regard should center around monolithic programs or extremely expensive facilities.

The Committee suggests the need for cooperation between universities and industry to provide advanced education for employees of industry and business who have the capacity and the desire for improvement. The use of tuition-refund plans and industrial sabbatical leaves for employees is suggested. Further, the establishment of a state-wide "Research Informational Office" to act as liaison between research in state institutions and in industry would be valuable; it would make possible a better and more extensive developmental research program in Illinois industry. It is thus desirable to improve communications between researchers, government agencies, and industry, but without jeopardizing academic freedom.

The Committee recommends the establishment of a group advisory, in matters pertaining to research, to the State Board of Higher Education. Since the Committee feels the need for a direct connection between research and graduate programs, it hopes this advisory group would also be consulted about the development of graduate programs.

EXTENSION AND PUBLIC SERVICE

(Committee G)

What is happening in the field of extension and public service in the colleges and universities of Illinois?

Extension Courses for Credit: The offering of extension courses for credit is confined rather largely to the six state universities. The University of Illinois has classes over all the state and hence overlaps geographically the areas in which the others offer courses. There is no overlap geographically among the programs of the other five universities. There are distinct gaps in the areas served by these five universities, notably in the extreme northwest and in the area south of St. Louis in the southwestern part of the state. Even with considerable evidence of more than one university offering courses in the same city, there was little or no duplication of identical course offerings.

Determination of course offerings follows the general procedure of meeting expressed needs from the areas served within limitations of staff to teach the courses. Locations for course offerings are determined between university extension offices and the school system or business being served. Costs of extension courses are borne by student fees and state revenue sources in proportions varying from 25 to 75 percent respectively to a 50-50 combination. Non-public institutions which offer credit extension courses indicate that 100 percent of costs are from student fees.

Non-Credit (Adult Education) Extension Courses: Aside from the Cooperative Extension Service in Agriculture and Home Economics conducted by the University of Illinois, no other significant programs of non-credit adult education, except that of the Division of Technical and Adult Education of Southern Illinois University, were conducted by the state universities and public junior colleges. Of the private schools, only the University of Chicago provided data concerning a non-credit adult education program. Bradley and DePaul Universities indicate some activity in this area but data were not provided.

Public Service Activities: Only one of the state universities and two of the private universities report offering correspondence courses. All of the state universities indicate that they conduct consulting services. Three private universities provide consulting services.

Speaker and lecture bureau services are provided by all state universities and most of the other institutions. Publications, film service, radio, television, community planning and development, special clinics, conferences, workshops, lecture and drama productions, art exhibits, testing services, service to handicapped, general information service, and technical services to governments, schools, business, and industry were reported by schools as other public services provided.

What projections for programs of extension and public services are seen by the universities and what needs are indicated by the broader state community?

The state universities in each case project expansions of credit extension programs. These expansions include: (1) a more comprehensive credit course program over television to cover the areas of the state not now reached by regular extension offerings, (2) more courses in the area technology, (3) a program of extension classes to be conducted by the Edwardsville Campus of S.I.U. in that area, (4) expanded graduate offerings, (5) expanded course offerings in world and public affairs, family living, worker education, liberal arts, business, creative arts, recreation, and (6) increased offerings to professional groups including teachers and would-be teachers.

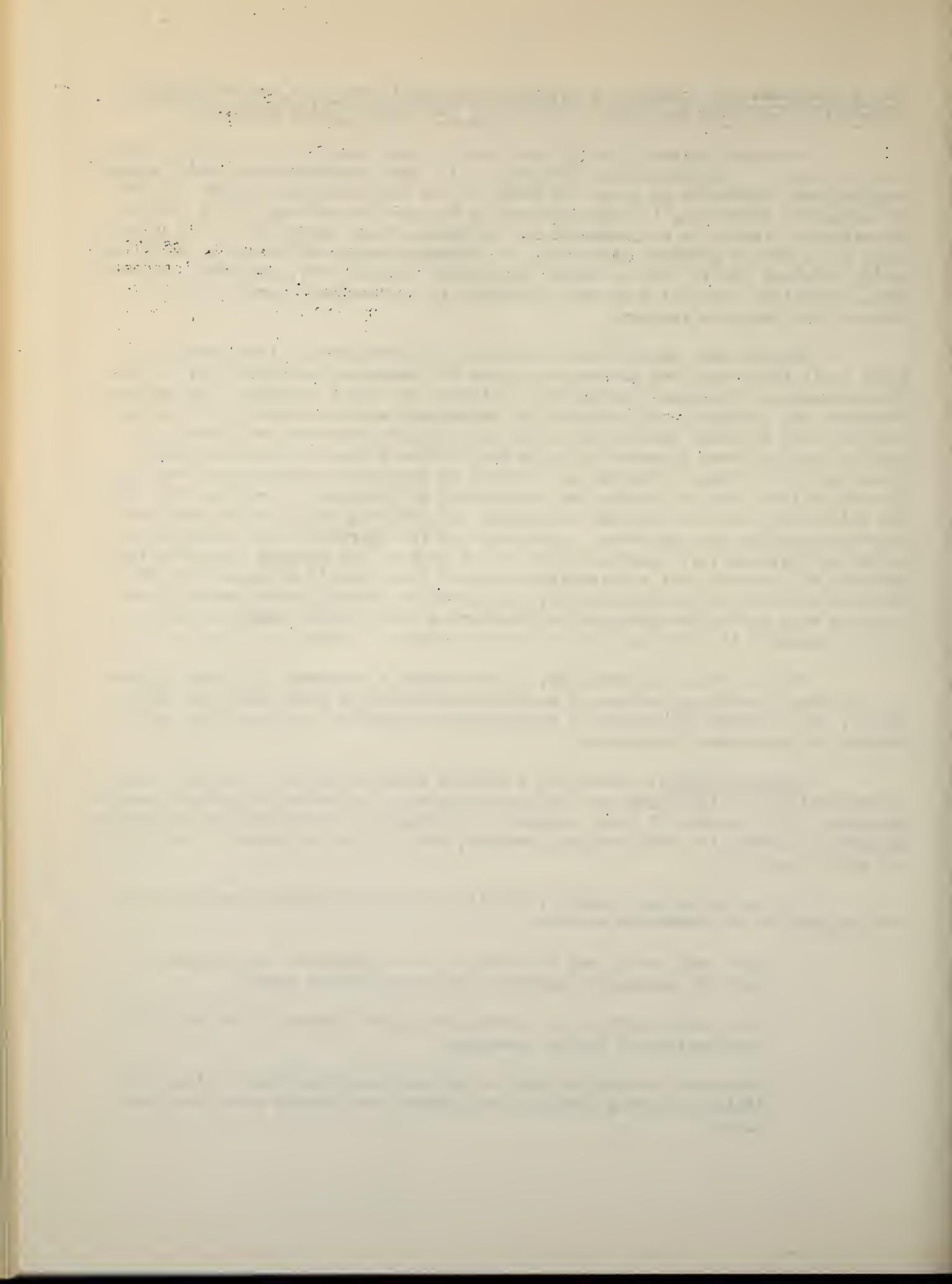
Results of a questionnaire survey of 531 industrial firms seeking to learn their felt needs for extension courses for employees are reported. Of 177 firms answering 80 percent indicated an interest in such a program. The interest expressed was primarily for programs for management and executive level employees, but most of those interested wished training at more than one level. The range of subject area in which training was desired included 48 course areas. The majority of firms reflecting an interest in extension programs for their employees indicate that a cooperative arrangement of financing, involving the firm, the university, and the employee in varying proportions, would be the best approach to funding such programs. Approximately two-thirds of the interested organizations believe that courses should be for credit, but several qualified this response to indicate that the credit/non-credit issue should be based upon the specific training situation and need. Estimates of probably enrollments given indicate that extension offerings in the courses most desired would be sufficiently attended if carefully located within industrial areas.

The six state universities, in expressing a statement of their philosophy of public service, indicate a projected expansion of these services in the future. Of specific importance in these expanded services are the plans for expansion of educational television.

Recommendations: Committee G reports planned further study and future recommendations in the areas of: (1) coordination of extension and public service programs, (2) financing of such programs, (3) payment of staff members conducting extension courses, (4) cost analysis methods, and (5) the philosophy of extension and public services.

In the preliminary report the following recommendations are made from the progress of the Committee to date:

- 1) That both credit and non-credit course offerings be expanded to meet the increasing needs of the people of the state.
- 2) That public service be looked upon as an integral function of the institutions of higher learning.
- 3) That every effort be made to perform these functions in the most efficient manner avoiding duplication and overlap among institutions.



- 4) That a coordinating agency, primarily advisory, be established in the state to serve as a clearing house for extension and public service programs and to insure adequate programming to meet the needs of all areas of the state.
- 5) That no extension program for credit be approved in any institution which does not offer these same courses on its campus and further that institution be conducted only by persons qualified to teach these courses in the regular on-campus program.
- 6) That the various institutions of higher education participate in a state-wide educational television network.
- 7) That the conduct and expansion of these services be financed by the standard source of revenue of the institutions and by contributions of individuals, organizations, industries, or communities served in combination. It is further recommended that a cooperative effort be made to establish contributory fees to end competition and "shopping around" by agencies served.

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VOCATIONAL, TECHNICAL, AND ADULT EDUCATION

(Committee H)

The accelerating technological and scientific developments taking place in industry, business, agriculture, and the professions have caused present educational facilities and programs to be no longer adequate to meet the demands for technical and semi-professional workers between the skilled and professional levels of employment. These vast changes and their corresponding effect upon manpower needs have increased the need for specifically planned college level education of shorter duration than the usual four years and have also resulted in an ever-increasing awareness among adults of all ages, education, and social backgrounds for the need of continuing education.

In approaching the realistic planning for these increasingly significant facets of education in the Master Plan, Committee H reviewed relevant statistics in the areas of school drop-out rate, unemployment ratios, and educational level of youth and young adults in Illinois.

Today's unemployment was found to be largely the problem of (1) the unskilled worker, (2) one whose skills are obsolete, (3) the young worker, and (4) the non-white. Job seekers were found generally (71 percent) willing to take training, but less willing (35 percent) to relocate. National projections of employment by major occupational groups show that occupations requiring training and skills are expected to increase in their proportion of employed force while the proportion of work force in jobs requiring least education will decrease.

The average adult in Illinois has completed approximately ten and one-half years of schooling (about the average for the U. S.), but about 5 percent fewer adults in this state have completed four years of college. High school drop-outs comprise the largest portion of the unemployed. About 30 percent of high school age students in Illinois drop out of school before graduation. The range nationally by state is from 17.8 percent to 42.3 percent. The rate of drop-outs varies between school districts in Illinois from 10 percent to 50 percent. Many of these people will desire and need to continue their education. Often they will not find it possible or practical to return to high school.

Technical Education

Requirements for additional workers and replacements in forty major occupational fields in Illinois in the mid-1960's are estimated to be capable of utilizing graduates from vocational and technical programs annually as follows:

Technical graduates (2-year programs)	20,366
Semi-technical graduates (1-year programs)	44,745
Vocational graduates (high school)	47,539

the first time in the history of the world, the whole of the
population of the earth, and all the animals, birds, and
insects, were gathered together in one place, and
there was no room for any more. And when the flood
was over, the Ark came to rest upon a mountain in
the land of Ararat. And Noah sent out a raven, and
it flew about, and found no place to alight. Then he
sent out a dove, and it flew about, and found no place
to alight. And when the dove returned to the Ark,
she brought with her an olive-leaf, which she had
found in the water. And Noah knew that the water
had subsided, and that the land was dry. And he
brought the raven and the dove into the Ark, and
he and his wife, and his three sons, and their
wives, and all the animals, birds, and insects, came
out of the Ark. And they built a city, and called
it Noah's City, and they lived there, and
they were happy.

THE END OF THE STORY.

Now, after the flood, the people of the world
were very wicked, and they did many bad things.
And God was angry with them, and he said to Noah,
"I will send a great judgment upon the world,
and I will destroy all the people, and all the
animals, birds, and insects, by fire and water.
But I will spare you, and your family, and
all the animals, birds, and insects, that are
in the Ark. And when the judgment comes,
you must come out of the Ark, and you
must tell all the people to be good, and
not to do bad things. And when the judgment
comes, you must pray to God, and he will hear
you, and he will forgive you, and he will
spare you, and your family, and all the
animals, birds, and insects, that are in the Ark."

In 1958 in Illinois only 11,800 students were enrolled in post-high school occupational curriculums. Graduates of these programs in 1958 totalled only 2,600. It is estimated that four times the present enrollment in technical programs would be required to meet the demands for graduates in the mid-1960's.

The Committee recommends that needs for technical and semi-professional education be met through a state planned and coordinated 2-year college program. It further recommends that the capital and operating costs of these 2-year programs be fully state and federally supported and that tuition charges for all 2-year curricula be uniform. A listing of ten conditions desirable in the internal administrative structure of the 2-year colleges to conduct these programs is provided by the Committee.

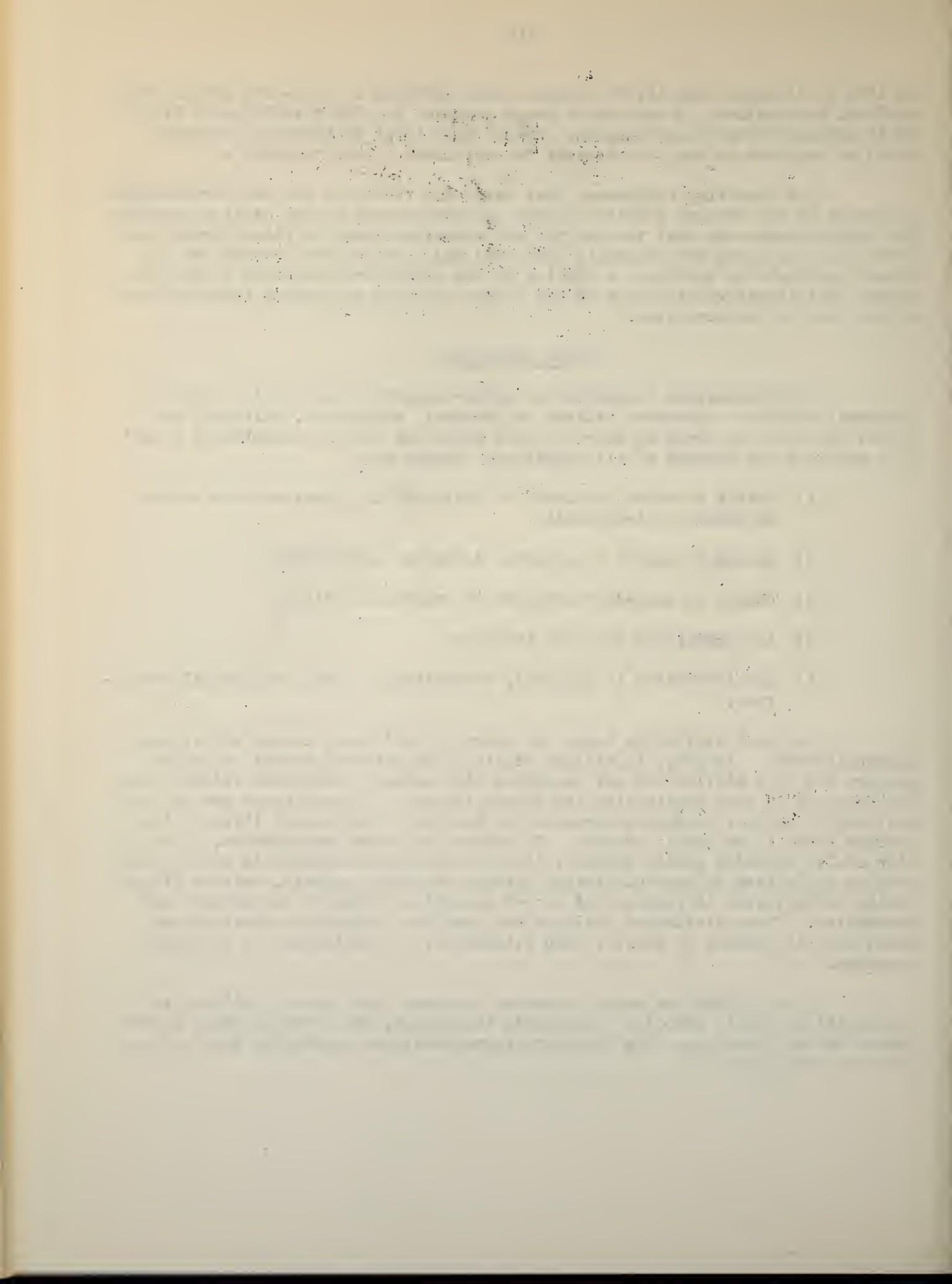
Adult Education

Adult education is defined as either credit or non-credit, formal or informal, courses or programs related to personal, vocational, cultural, or social interests or needs of out-of-school youth and adults conducted as a part-time activity for persons of all educational levels who:

- 1) Desire to raise the level of basic skills, complete high school, or obtain college credit.
- 2) Desire to update a completed degree or certificate.
- 3) Desire to upgrade themselves in vocational skills.
- 4) Are unemployed who need training.
- 5) Are interested in cultural, recreational, civic, and social activities.

National statistics reveal an alarming deficiency in our educational accomplishments. In 1962, 11 million adults could not read as well as fifth graders and 58.6 million had not completed high school. Increased leisure time has resulted in much frustration and disappointment. Divorce rates and juvenile delinquency reflect inadequate preparation for family and social living. The average voter is not well informed. To offset the above deficiencies, 1.38 million adults attended public schools, 150,000 adults participated in civic-public affairs activities or Americanization classes of public schools, another 650,000 adults participated in programs of parent education, personal development and homemaking. These statistics indicate the need for continuing education and, also, the willingness of adults, when stimulated, to participate in available programs.

A basic plan for adult education outlining the role of colleges and universities, public schools, educational television, and other agencies is presented by the Committee. The following recommendations concerning adult education are submitted:



- 1) That all educational agencies, private and public, "provide greatly expanded services to a wider variety of adults."
- 2) That adult courses offered for credit be restricted to the subjects and courses within the competence of regular full-time faculty and the functions of the particular institution.
- 3) That non-credit offerings be developed with sufficient flexibility to meet specific needs of various groups of adults.
- 4) That educational planning and advisory committees be used to a greater extent in developing course content and curricula.
- 5) That adult education faculties for non-credit offerings be composed of recognized leaders within the schools themselves and from industry, business, and the professions.
- 6) That state and regional advisory councils be established for adult education.
- 7) That funds and staff be provided statewide research into the many facets of adult and continuing education.
- 8) That funds for the proper balance and emphasis on adult education be included in the budgets of colleges and universities (2-4 year institutions).
- 9) That tuition and fees for these programs be flexible to permit state or federal funds to be utilized for special programs.

PHYSICAL FACILITIES

(Committee I)

Committee I collected and analyzed data concerning:

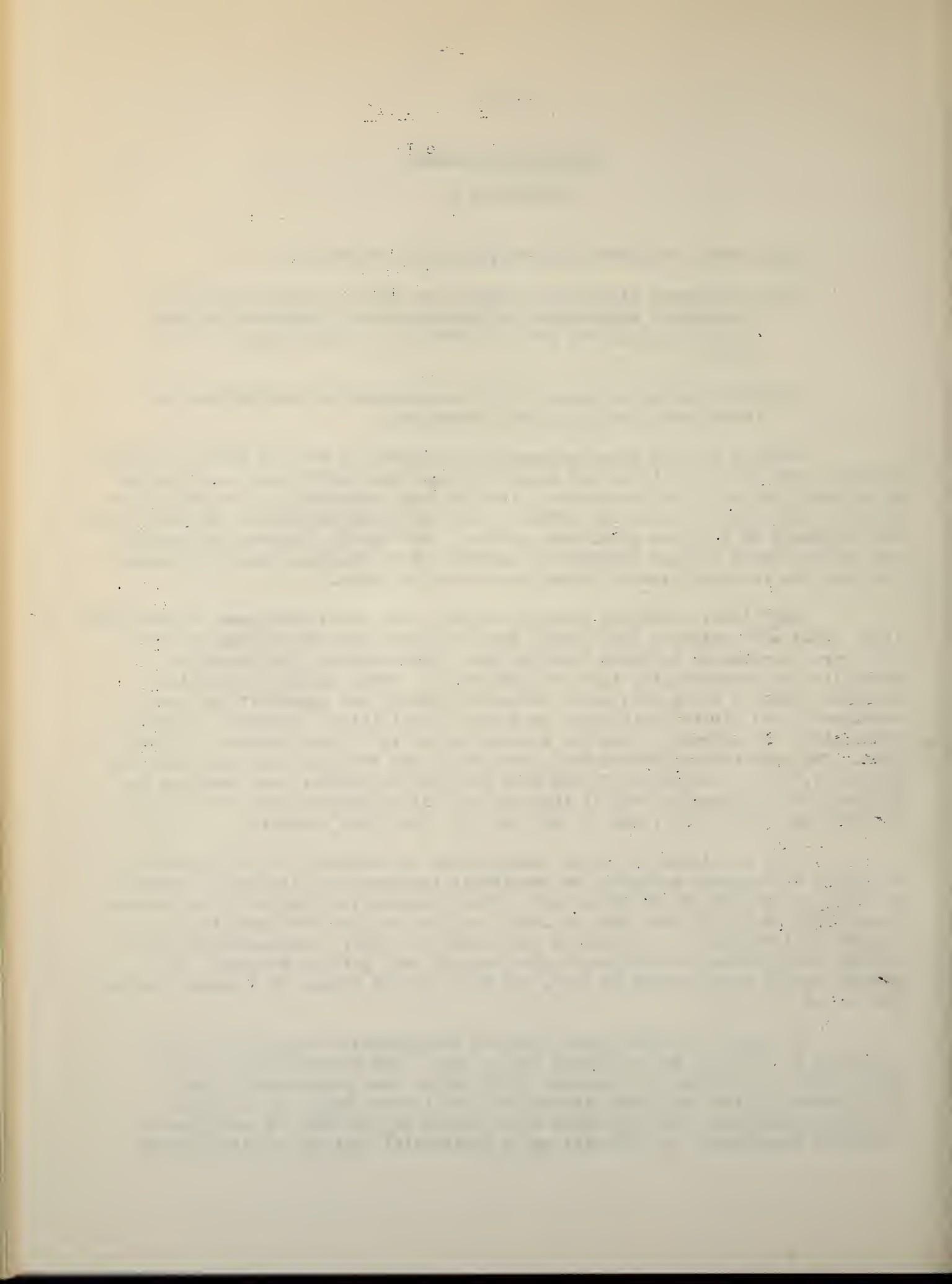
- (1) Enrollment limitations present and future, present additional enrollment capacities, and projected enrollments and related building plans for 1965 and 1970 by the institutions of the state.
- (2) Utilization of space by fifty-six reporting institutions as determined from Fall 1962 operations.

None of the six state universities, neither of the two public teachers colleges, and only 6 of 16 public 2-year colleges had established a ceiling on enrollment for 1962. Of 38 nonpublic institutions responding, 22 reported some manner of enrollment ceiling in effect. Only one state university indicated the establishment of a future enrollment ceiling. One public teachers college and one public junior college indicated a planned future ceiling. Eleven nonpublic institutions reported planned future enrollment ceilings.

Additional students, totaling 23,602, that could have been accommodated (Fall 1962) with existing facilities, assuming staff and other needs had been met, were reported by Illinois institutions. State universities reported capability of accommodating 3,671 of this total. Other public institutions reported capacity for 8,208, while nonpublic schools had capability to have enrolled 11,733 within limitations of existing facilities. Southern Illinois University - Edwardsville reported a capacity for 1,875 more students in Fall 1962. The committee projected from these data, and from the full enrollment in the state, that in excess of 29,000 more students could have been enrolled in Illinois institutions in 1962 if they had been distributed in the right places, at the right time of day, and if most had been commuting students.

With buildings now under construction or financed, 38 institutions reporting 40 campuses estimated an enrollment increase from 113,395 to 149,413 by 1965, an increase of 31.06 percent. State universities estimated an increase from 67,394 to 92,258 from 1962 to 1965. Projections for 1970 enrollments reflect an increase of 70.9 percent over those for 1965. Tax-supported institutions are planning a much more rapid increase than private schools: 36.5 percent versus 21.6 percent by 1965, and 86.0 percent versus 39.9 percent during the period 1962-1970.

Projected building plans reported anticipated erection of 171 new buildings by 1965 and an additional 174 by 1970. The greater proportion of these planned buildings are academic (198) rather than non-academic (147). Eighty-seven of the buildings planned for 1965 (almost half) are on state university campuses. The six state universities in building for anticipated increased enrollments to 1965 will use a substantial part of the \$195,000,000



bond issue money plus an additional \$67,500,000 from other funds and will build over 9,500,000 square feet of floor space beyond existing plants.

The Committee I report presents space utilization analyses for 56 institutions. Excluding space assigned in agriculture field buildings, airport buildings, and buildings of medical, dental, or pharmacy colleges, utilization is reported in terms of several criteria and for several types of space by function. In addition, an inventory of space existing in Fall 1962 by permanency of building construction and by assigned function is reported.

Separate data are provided for day and for evening utilization by each institution. Comparisons of efficiency of space utilization by institutions can be made only if special conditions are taken into account. The nature of program, the type and size of student body served, the length of the "school day", and the length of the "school year" are factors to be considered. For example, University of Illinois - Navy Pier indicates the highest average room period usage per week of classrooms (33.7) of all state university campuses for the day hours (7 a.m. to 5 p.m.) but has no evening classes. On the other hand, Northern Illinois University and Southern Illinois University - Carbondale show an average room period usage per week of classrooms of 33.9 and 32.1 respectively when day hours (7 a.m. to 5 p.m.) and evening hours (5 p.m. to 10 p.m.) are combined. The latter two schools and the Southern Illinois University Edwardsville campus have the highest proportion of evening enrollments.

Normative data for various utilization indices by institutional type and size are provided in the report. Comparison of utilization findings in Illinois institutions with the norms given indicate the following conclusions:

Classrooms: The average room period usage on the eight campuses of state universities ranks above 80 to 85 percent of public degree granting schools in the norm group. When day and evening programs are combined, both campuses of Southern Illinois University, including the Vocational-Technical Institute, rate above 90 percent of public degree granting schools in utilization hours per week.

The average number of student hours per station usage in day classes only for the eight campuses of state universities ranks above 80 percent of norm data public degree granting schools. When evening programs and day programs are combined, Southern Illinois University - Carbondale ranks above 90 percent of this norm group.

Considering the day hours only (7 a.m. to 5 p.m.) the average percentage of student-stations used when rooms are in use for the state universities ranks above 80 percent of all degree granting schools and above 70 percent of all public degree granting schools in the norm groups. On this index of efficiency of matching class size to room size in day classes only, Southern Illinois University - Carbondale is nearly at the average for the six universities and ranks at the median of all schools in the norm group. Further attention to more nearly

1883

July 21

W. S. Ladd

727 Franklin

Boston, Mass.

Dear Sirs,

Yours very truly

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Dear Sirs,

matching class enrollment to student station capacity in scheduling seems to be indicated and should be made more efficient as new construction is utilized.

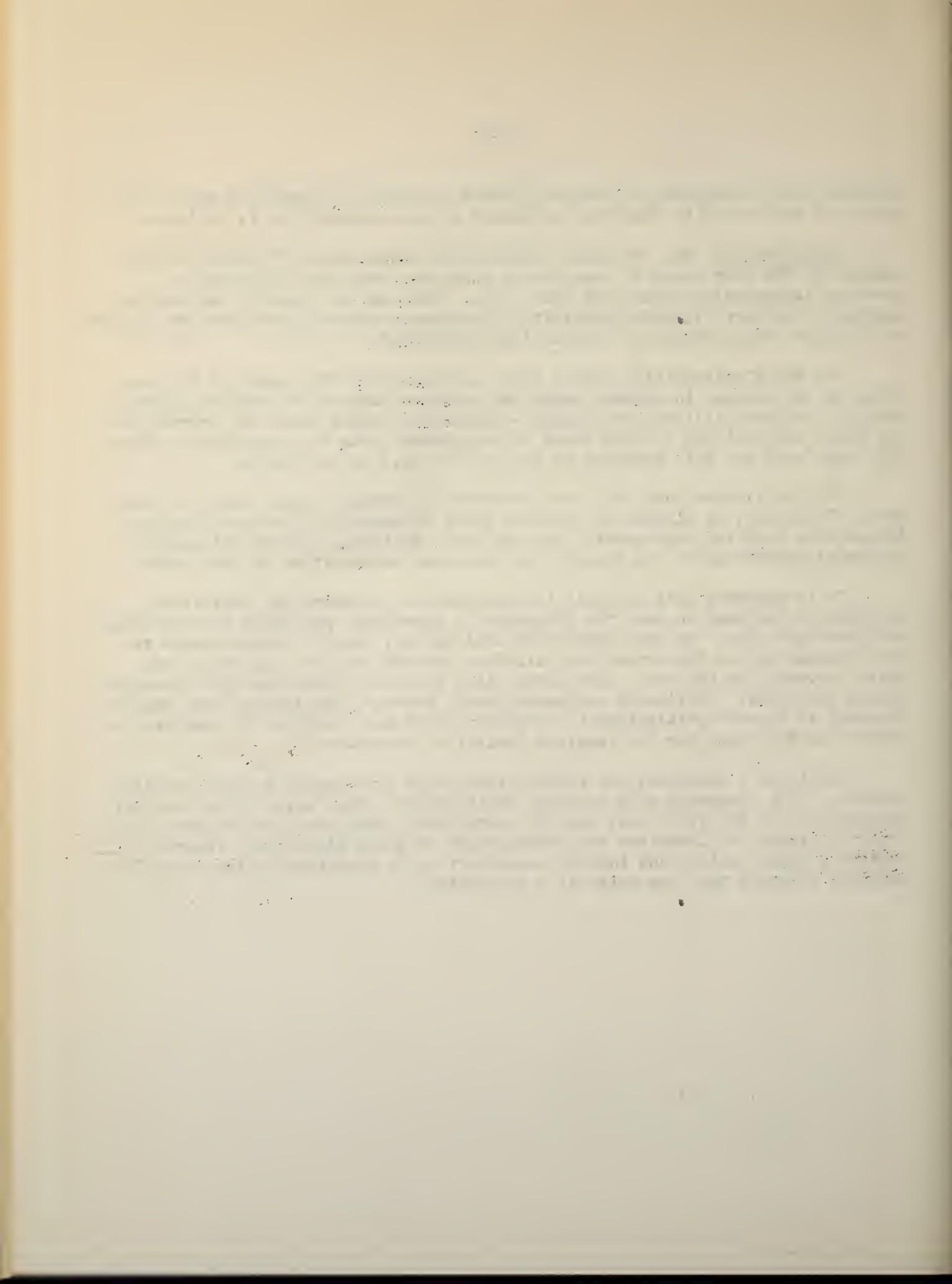
Laboratories: The six state universities ranked above 70 percent of all schools in the norm group in room period usage per week in utilization of teaching laboratories during day hours only. When day and evening periods are combined, Southern Illinois University - Carbondale ranked higher than 90 percent of the norm group schools in this utilization factor.

The state universities ranked above approximately 80 percent of the norm group on the average in student hours per week per station in teaching laboratories. Southern Illinois University - Carbondale ranked above the average for the state universities in this index on day classes only and considerably above the group when the full schedule (7 a.m. to 10 p.m.) is considered.

For day classes only the state universities average ranked above approximately 75 percent of schools in the norm group in percent of student stations in use when teaching laboratories were in use. Southern Illinois University - Carbondale ranked above the average for the state universities on this index.

It is apparent that Illinois institutions are planning for facilities expansion to attempt to meet the increases in enrollment projected by themselves and other agencies. On many indices of utilization, applied appropriately to institutions before they enter new buildings provided by the bond issue, the state universities reflect a much better than average utilization than normative groups available. In view of projected needs, however, the institutions will be required to improve utilization by constant effort and attention if they are to justify expenditures for the required facilities expansion.

Committee I expresses the opinion that space utilization surveys "should continue to be conducted on a biennial basis for the state universities and all institutions in the state that wish to participate, with every effort made to obtain agreement on inventory and nomenclature of space with a goal toward obtaining space factors and indices to project space requirements for every category of space that may exist at a university."



ILLINOIS FINANCING OF HIGHER EDUCATION

(Committee J)

How well does Illinois support the financial needs of its higher education institutions?

Enrollment of students in institutions of higher education in Illinois increased 44 percent between 1950 and 1960. Enrollment in public institutions increased 118 percent; private institutions only 8 percent. During this period, total population increased 15.6 percent.

During the period 1950-60 the increase in expenditures for state-supported institutions of higher education was 108.8 percent on a total dollar basis or 80.30 percent on a per capita basis. The increase in per capita support for highways during this period was 239 percent, welfare 53 percent, and total general state expenditures 89 percent.

How do expenditures for higher education in Illinois compare with the state's wealth and per capita income? How do these data compare with other states?

1. While the proportion of Illinois' college age group going to school in the state is above the national average, Illinois is still "exporting" more students than any other state, except New Jersey and New York.

2. Illinois is far below the national average in expenditures for public institutions of higher education, both on a simple per capita basis and on a per capita income basis. Two reasons are apparent: Illinois has more than the average proportion of students in private institutions, and Illinois is a very low-expenditure state, although it has high income.

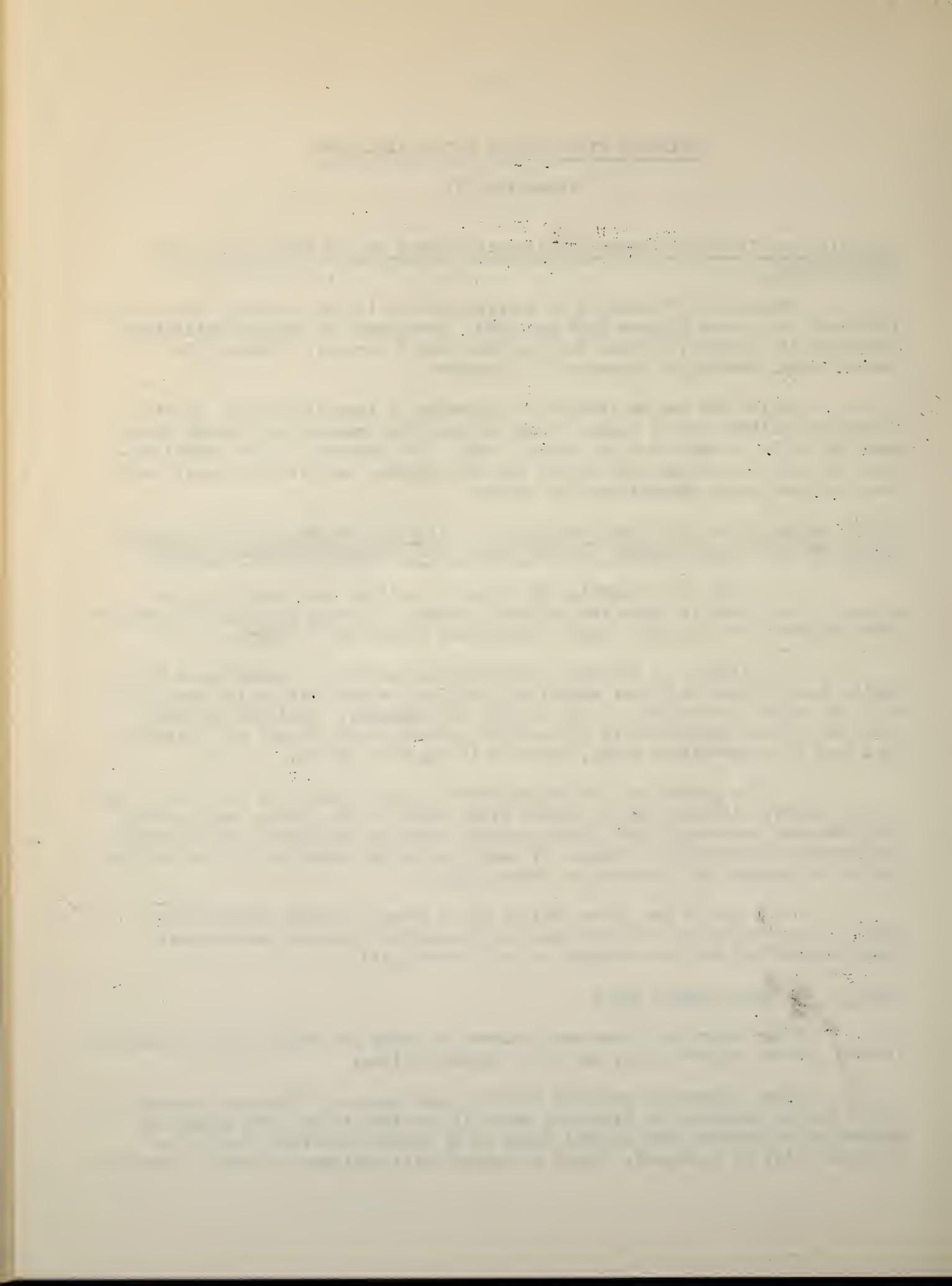
3. The pattern of low expenditures is associated with low taxes. Next to New Jersey, Illinois has the lowest state taxes in the nation, and is very low even when relatively high local property taxes are included. The Illinois tax system is unproductive because it lacks such major elements of a modern tax system as personal and corporation income taxes.

4. Illinois has three choices for a future in which demands for public higher education will increase spectacularly: restrict educational opportunity; find new tax sources; or seek federal aid.

Where is the money coming from?

Today there are three main sources of money for public higher education--federal grants, student fees, and state appropriations.

State appropriations have been the main source of financial support for public higher education in Illinois, and will continue to be. The amount of support to be derived from federal funds is an unknown quantity, but it undoubtedly will be increased. Local government will continue to support community



colleges to a considerable extent. Tuition may bring in more money, but as a percentage of the total support for education, it will remain a relatively small source. The state of Illinois must realize that it will have to provide significant additional moneys for higher education. In 1960 Illinois spent \$131,988,000 for its state institutions of higher education. It is estimated by this Committee that expenditures for Illinois public higher education by 1975 will be \$368,622,000.

The Committee recommends increased federal aid, primarily because of the mobility factors peculiar to higher education. Such grants should be in more general terms than in the past in order to prevent distortion of the curriculum. Even though there are increased federal grants, most of the additional money must come from state sources. New sources of taxation must be developed.

The Committee recommends that the schedule of tuition and fee charges should be maintained as low as possible so that there is not established an "educational elite." There should also be broad scholarship and loan programs and other forms of assistance for the student with limited private financial source.

Tuition in public institutions should be related to undergraduate instructional costs within a particular institution, with both undergraduates and graduates paying 15-25 percent of this cost. The tuition fees of non-residents should be two to three times that of the resident. General fees should as a rule be restricted to 75 percent of tuition charges.

Student scholarships should be granted only on the basis of academic ability, with substantial emphasis on the student's need. But need should not be an invariable prerequisite.

The junior college program in Illinois should be encouraged, with the state providing at least half of the financial support. There should be state scholarship programs established for two-year colleges.

SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

Office of the Vice President
for Operations

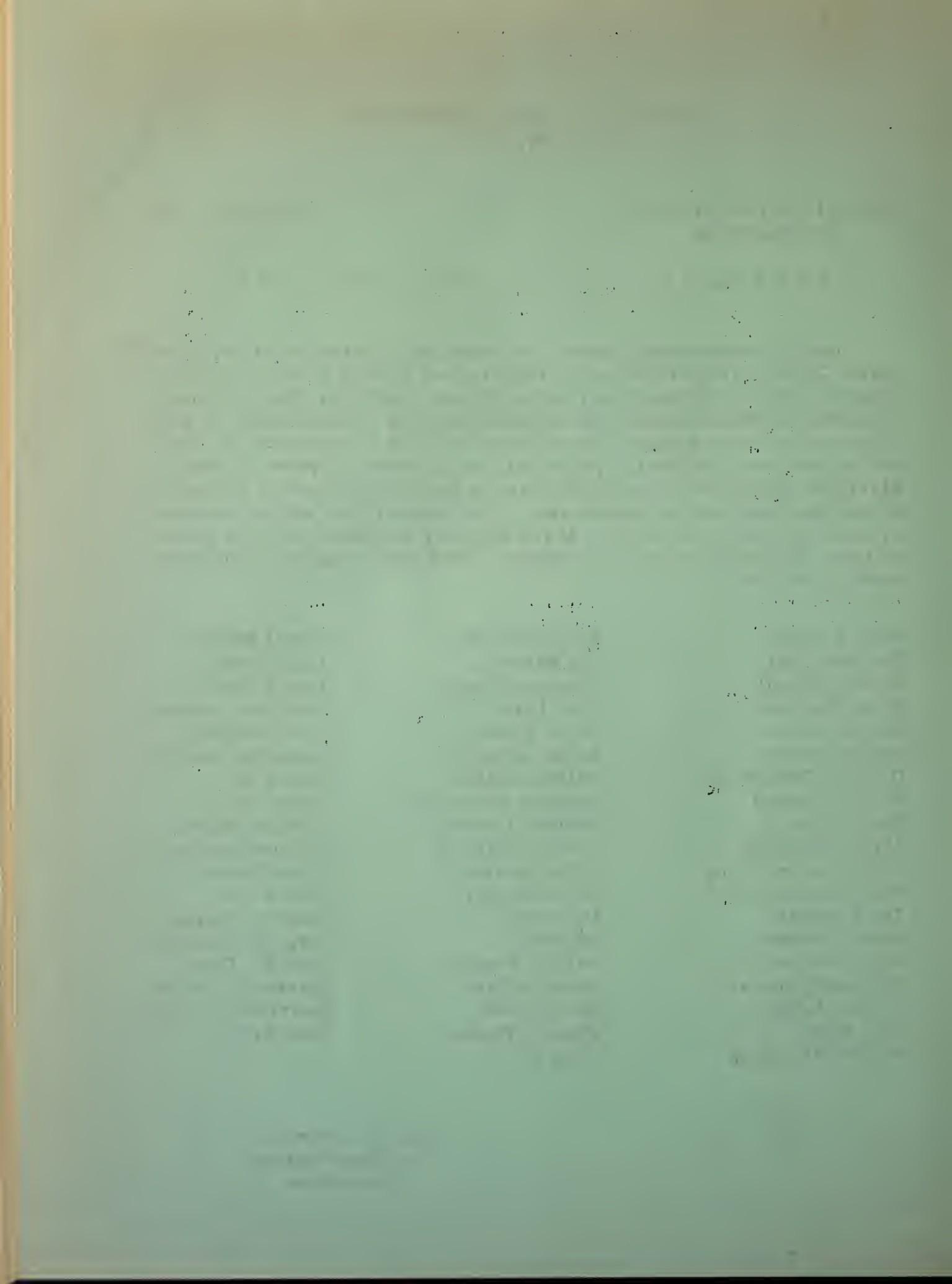
November 2, 1963

S P E C I A L B U L L E T I N T O T H E F A C U L T Y

The following named students are under the supervision of the Rehabilitation Office. They either have a sensory loss or have a loss of manual dexterity which prohibits them from writing as rapidly as other students. The Office of Student Affairs has arranged with the Testing Center to give examinations under proper supervision to any of these students. All that will be necessary will be for you to call the following telephone number, 453-2374, and tell the person who answers that such and such a student is to take such and such an examination. The students then will be assigned as needed for the examination. If you have any questions, will you please call Mr. Thomas H. North, Coordinator, DVR-SIU. The list of disabled students follows:

Robert Adams	Kenneth Kroll	Albert Prince
Guy Beauford	Jon Keiser	Larry Ross
Janice Bennett	Raymond Land	James Sewell
Peter Berletich	John Lela	Lawrence Shelton
Robert Brauer	David Lentz	Tom Sherman
Ken Burchfield	Linda Leonard	Katherine Sherman
Glendell Gene Bybee	William Little	James Sij
Sarah Caywood	Barbara Larschan	Robert Sligar
Tom Cotton	Stafford Loveland	Richard Snyder
Jerry Cummings	Carolyn Malburg	Suzanne Strohmeier
Theodore Deterding	JoAnn Marlow	Karol Stokes
Vernetta Eanes	Brian Mauney	Scott Swain
Joe Eichholz	Joe Moore	Charlene Taraba
Viola Fatheree	Ed Okstel	Virginia Trieglaff
Marilyn Green	Miriam Pemburn	Paul W. Tune
William Hickerson	Martin Pflanz	Joseph Wesbrook
Verner Johnson	Melva Platt	Lawrence P. Wood
Nina Kirn	William Pointer	Judy Wolfe
Marlys Kloepping	Vicki Price	

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 11, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

MATERIALS FOR THE FACULTY MEETING

Following is the summary of the preliminary work of Committee C (Faculty Study) of the Illinois State Board of Higher Education.

Brief, unofficial summaries of the preliminary reports of the other technical study committees were forwarded to you in the Special Bulletin to the University Faculty of November 1, 1963.

FACULTY STUDY

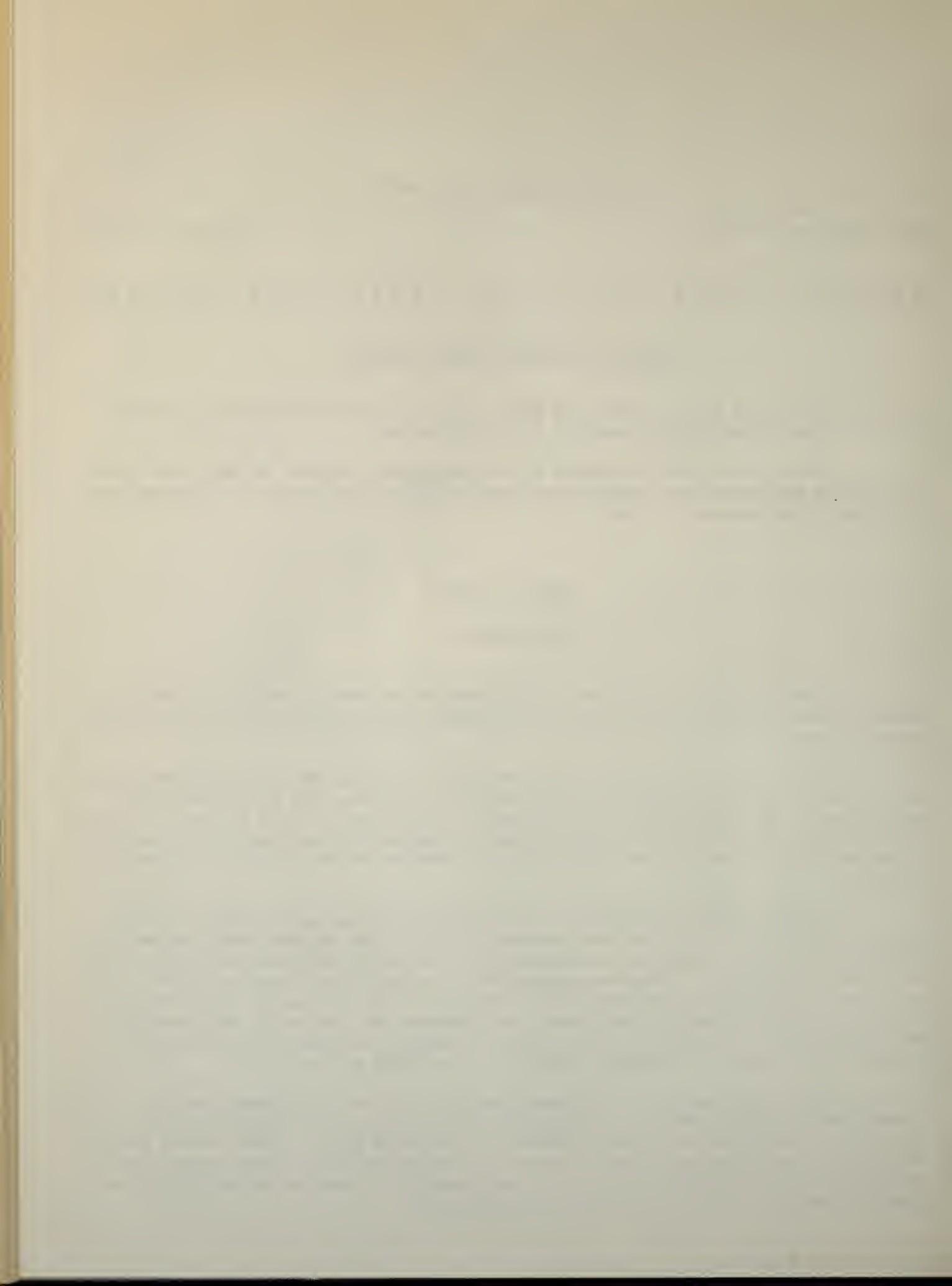
(Committee C)

The following is a summary of information on faculty education, salaries, turnover, and recruitment secured by questionnaire from 68 colleges and universities of Illinois:

A shortage in Illinois faculty members is already serious and is becoming more serious. In every category of institutions reporting, the rate of faculty growth has lagged substantially behind growth in enrollment. This change in faculty-student ratio is more likely to affect freshmen and sophomores than upper-class and graduate students, and, therefore, quality of teaching at the lower levels merits concern.

Without arguing the merits of "inbreeding" versus cosmopolitanism, it is obvious that Illinois institutions, especially the junior colleges and privately supported institutions, depend to a considerable extent upon Illinois institutions for their faculty members. Therefore, expansion of graduate facilities in Illinois is an urgent need if the supply of faculty members is to be increased. Graduate preparation in Illinois institutions should not, however, be limited by the specific needs of Illinois institutions, but should provide for exports to compensate for imports. The market for college teachers is a national market.

The median salary of professors is likely to be only approximately 1.7 times that of instructors in a public university and about 1.9 times better in even the more affluent nonpublic institutions. (The absence of data from several larger nonpublic universities undoubtedly results in distortion of the total picture of the nonpublic institutions.) There is, consequently, a question as to whether the spread between high and low salaries is sufficient.



Faculty members in Illinois institutions of higher education are recruited in the main from (1) faculties of other institutions and (2) directly from graduate schools. More than half of the new faculty members were previously employed by other midwest institutions. The University of Illinois, University of Chicago, and Northwestern University, in this order, provide a total of 28 percent of persons recruited directly from graduate schools. This is based upon reports for the past three years.

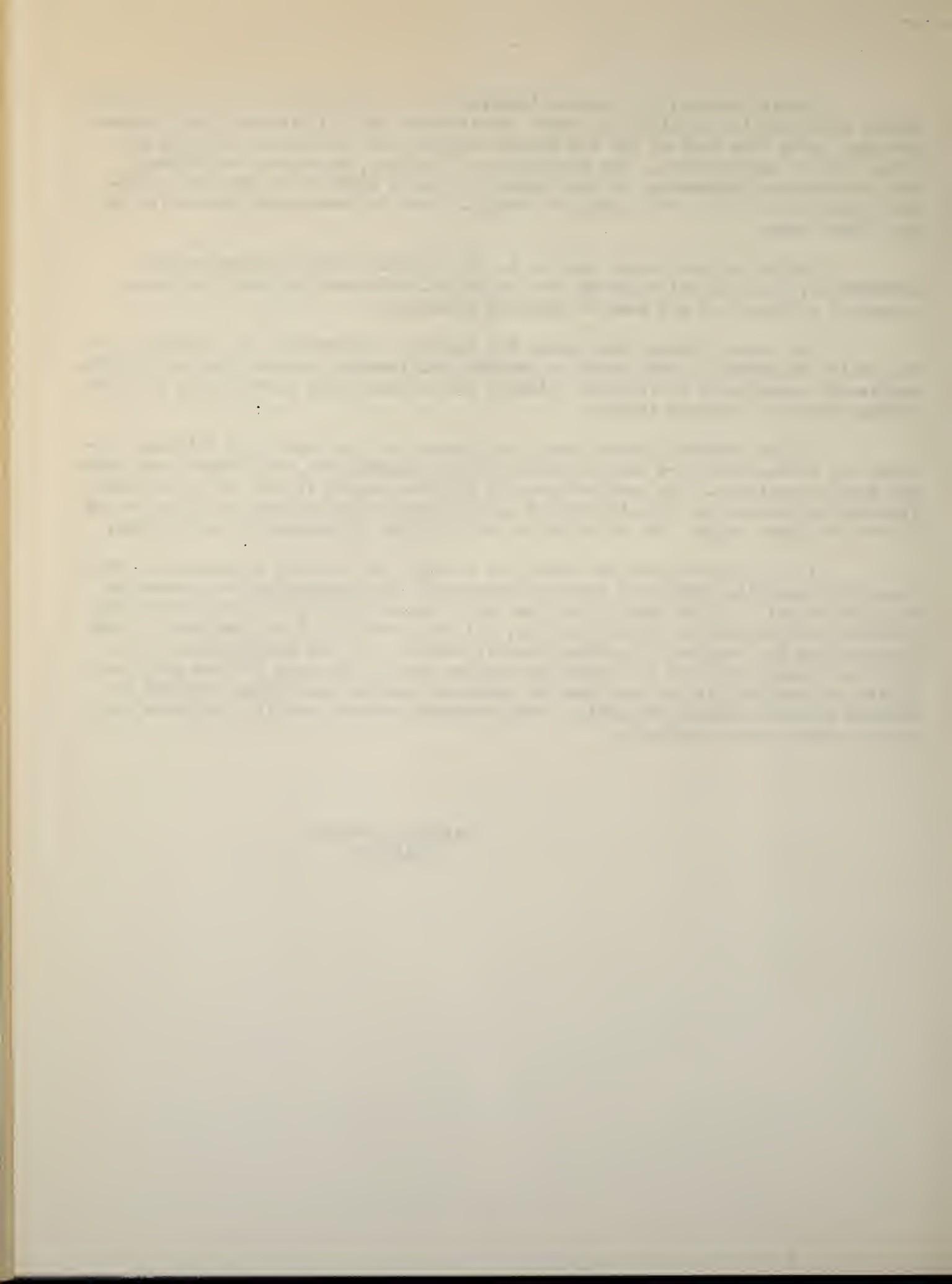
Fields in which there seem to be the greatest faculty shortages are: mathematics, the physical sciences, the biological sciences, English, the social sciences, engineering, and women's physical education.

Low salary levels, the desire for increased opportunity for research, and the desire to engage in more advanced teaching and research present the major difficulties in recruitment in Illinois colleges and universities, particularly in those without advanced graduate training.

On the average, approximately six percent of the faculty of Illinois colleges and universities are lost annually through resignations, retirement, and death and must be replaced. The heaviest rate of turnover occurs in the two lower ranks. Four out of five of the faculty members leaving public institutions in Illinois are in the two lower ranks. The ratio is two out of three in nonpublic institutions.

In its further work the Committee will not be confined to deductions from these data but will attempt to formulate estimates and recommendations concerning such topics as: (1) the size of the task of preparing college faculty members for Illinois institutions in the next decade, (2) the potential of the various Illinois institutions for training of college faculty members, (3) the consideration of a state scholarship program for preparing college faculty members, (4) the practicability and desirability of new types of graduate programs especially designed to prepare college teachers as distinct from research workers, and (5) desirable policies in salary and perquisites.

Delyte W. Morris
President



7063

SOUTHERN ILLINOIS UNIVERSITY

Office of the President

November 18, 1963

S P E C I A L B U L L E T I N T O T H E U N I V E R S I T Y F A C U L T Y

ALL-UNIVERSITY DEVELOPMENT COMMITTEE

The tremendous growth of voluntary gift support for Southern Illinois University is encouraging evidence of the widespread conviction of many persons as to the essential need for our institution of higher education. Support will continue to grow, however, only as our institution illustrates its worth, interprets its needs, and demonstrates its ability to use the support wisely and constructively.

In the spring of 1959, the University arranged for a professional study and analysis of our potential sources for financial support and recommendations for the most effective coordination and integrated management of solicitations by University personnel.

In the spring of 1961, a University Development Committee was appointed, charged with the responsibility of coordinating all fund-raising activities for the University. The Committee has been meeting monthly since its appointment. Recently, this Committee was expanded to include W. J. Tudor, Director of Area Services who serves as Committee Chairman; Kenneth R. Miller, Executive Director of the University Foundation; Robert Odaniell, Director of Alumni Records and Services; John Anderson, Coordinator of Research and Projects; Samuel Taber, Acting Coordinator of Student Financial Assistance; Bill Brown, Assistant Athletic Director; Warren Stookey, Field Representative; Thomas Evans, Supervisor of Student Affairs; and Webster Ballance, Assistant Coordinator of Research and Projects who serves as secretary for the Committee.

The Committee serves as a resource and coordinating team organized to assist various divisions of the University with their fund-raising endeavors and to provide a united front to the wide variety of sources for financial assistance to the University.

All University staff members are requested to channel their fund-raising projects through the University Development Committee in order to achieve the objectives mentioned above and to secure the special assistance that is available for the successful completion of approved projects.

Delyte W. Morris
President

THE LITERATURE OF THE BIBLE

1. The Old Testament

2. The New Testament

3. The Apocrypha

—THE LITERATURE OF THE BIBLE—

The literature of the Bible is the literature of the Old Testament and the New Testament. The Old Testament literature consists of the Hebrew Bible, which includes the Pentateuch, the Prophets, the Writings, and the Apocrypha. The New Testament literature consists of the Gospels, the Acts of the Apostles, the Epistles, and the Book of Revelation.

The Old Testament literature is the literature of the Hebrew people, and the New Testament literature is the literature of the Christian church. The Old Testament literature is the literature of the Hebrew people, and the New Testament literature is the literature of the Christian church.

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—THE
LITERATURE
OF THE
BIBLE—

SF3
S6
11-25-63

RECEIVED
SOUTHERN ILLINOIS UNIVERSITY
Carbondale, Illinois

SERIALS DIVISION

Office of the Vice President for Operations November 25, 1963

S P E C I A L B U L L E T I N T O F A C U L T Y A N D S T A F F

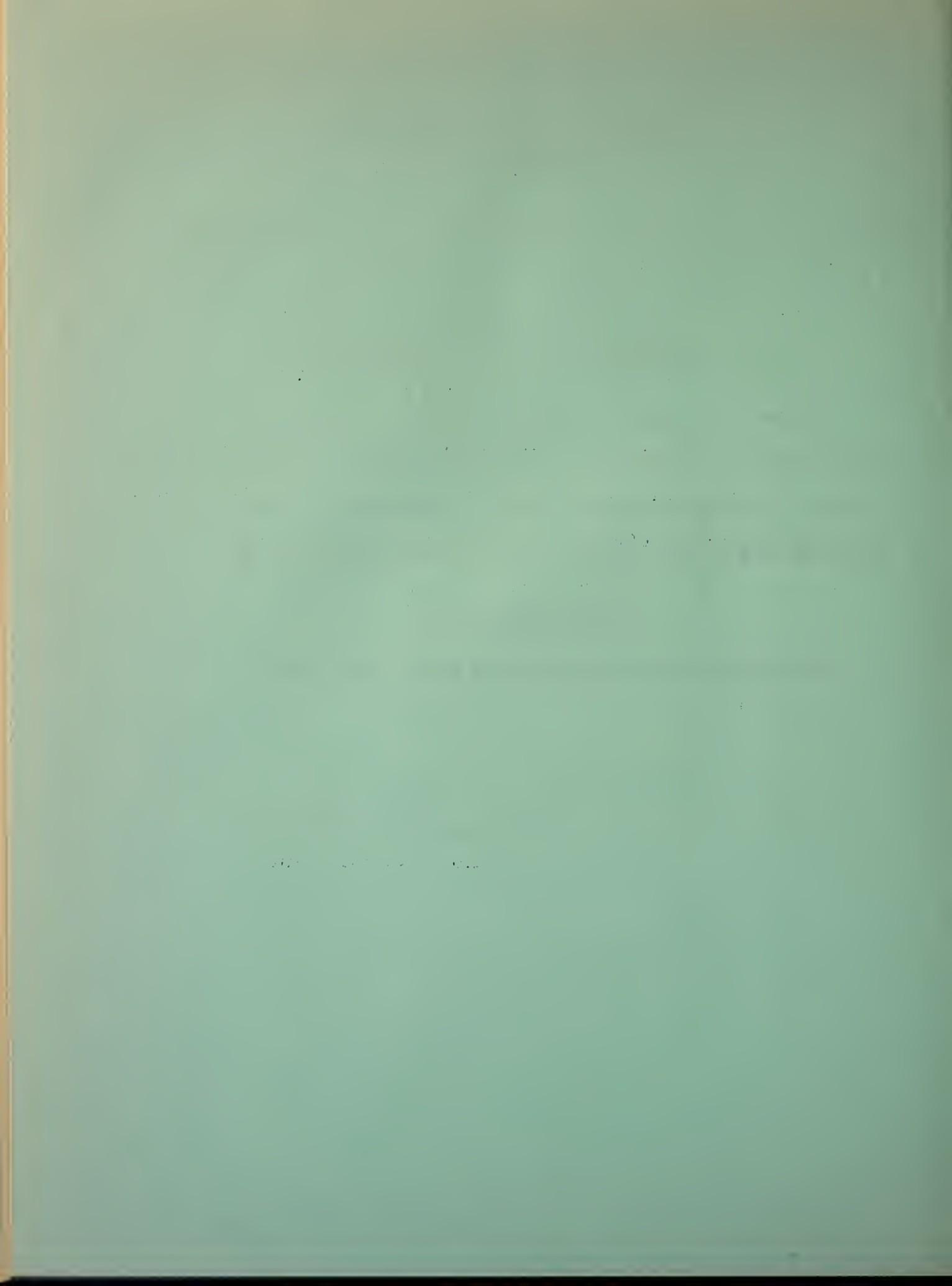
INTERRUPTION OF ELECTRICAL SERVICE

In order to accomplish necessary maintenance work on the switch gear in Electric Sub Station No. 9 and Morris Library, it will be necessary to have an interruption of power service on November 29, 1963 from 7:00 a.m. to 4:30 p.m., for the following portions of the campus.

Morris Library
Life Science Building

Your cooperation during this period will be appreciated.

Paul W. Isbell
Director of Business Affairs



SF 3
S 6
12-2-63

LIBRARY, CARBONDALE
RECEIVED
DEC 1 1963
SERIALS DIVISION

SOUTHERN ILLINOIS UNIVERSITY

Carbondale, Illinois

Office of the Vice President
for Operations

December 2, 1963

SPECIAL BULLETIN TO THE FACULTY

On December 5, 1963, at 10 a.m. in the Morris Library Auditorium, Mr. Aubrey J. Holmes, Executive Secretary for the Teachers' Retirement System of the State of Illinois, will speak on some of the recent changes in teacher retirement. Some of the changes concern reciprocity between the State Retirement System and the University Retirement System. He will also discuss other aspects of retirement such as out-of-state service, limits for military credit, money purchase annuity, and other minor changes.

John E. Grinnell
Vice President for
Operations



SOUTHERN ILLINOIS UNIVERSITY

Office of the President

December 9, 1963

S P E C I A L B U L L E T I N T O A L L F I S C A L O F F I C E R S

STATE PROPERTY CONTROL

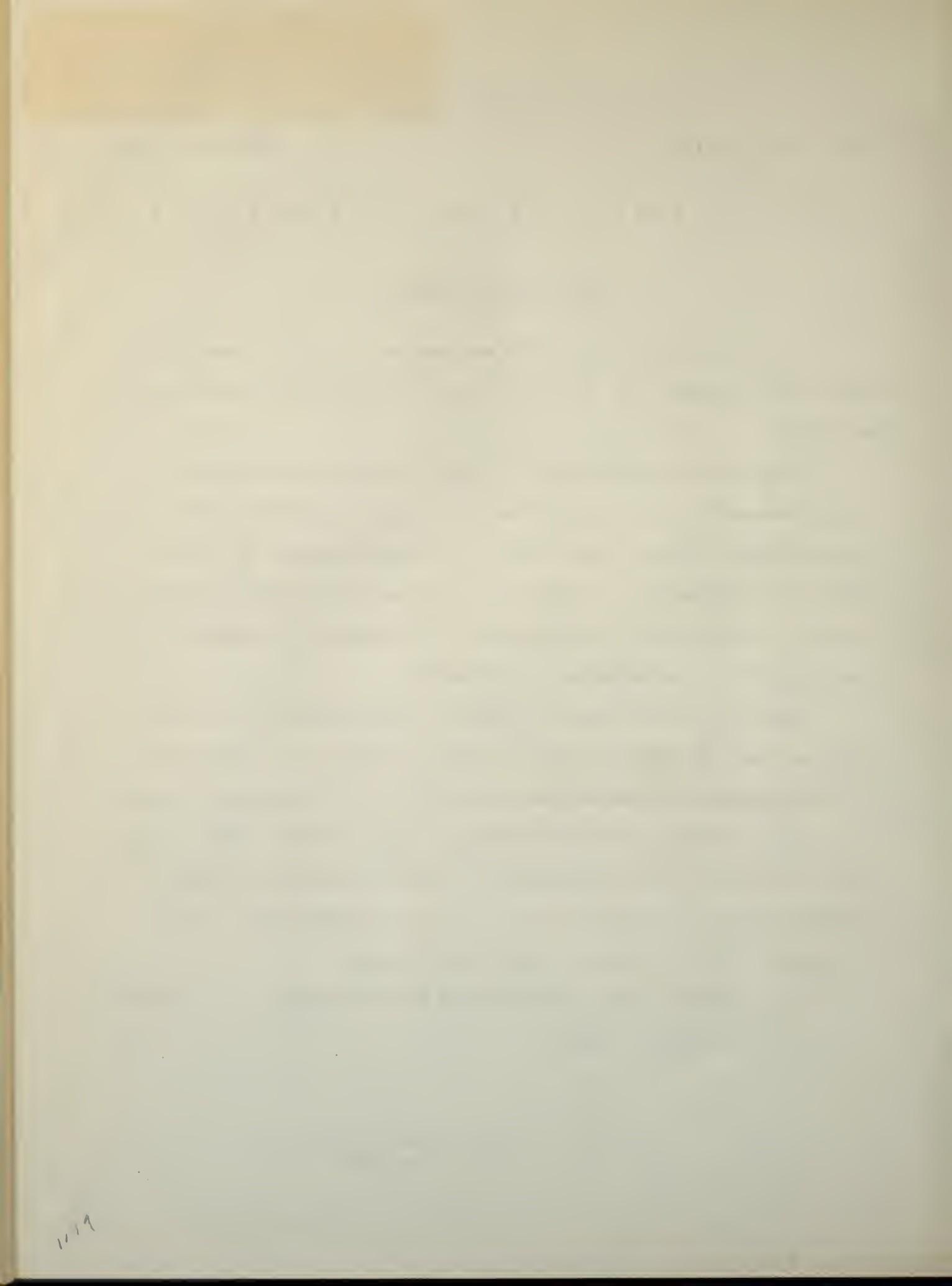
The State Property Control Act was enacted to provide a means of controlling the property of the State of Illinois and its various agencies and institutions.

Under this Act the President, as administrative head of Southern Illinois University, is responsible for the property of the University. Each department head or fiscal officer has, in turn, been assigned the responsibility for custodianship and accounting for the equipment of his department. The Chief Accountant has the responsibility of maintaining the records and of reporting additions and deletions from inventory.

Recently, the Department of Finance strongly criticized this University's departmental property control. We were informed that the loss rate for some departments was unreasonable and that a lack of appropriate departmental responsibility had been demonstrated. Such operational deficiencies must be corrected by those responsible for their departmental equipment. Ultimate financial responsibility rests with the department head or fiscal officer, and this responsibility cannot be delegated.

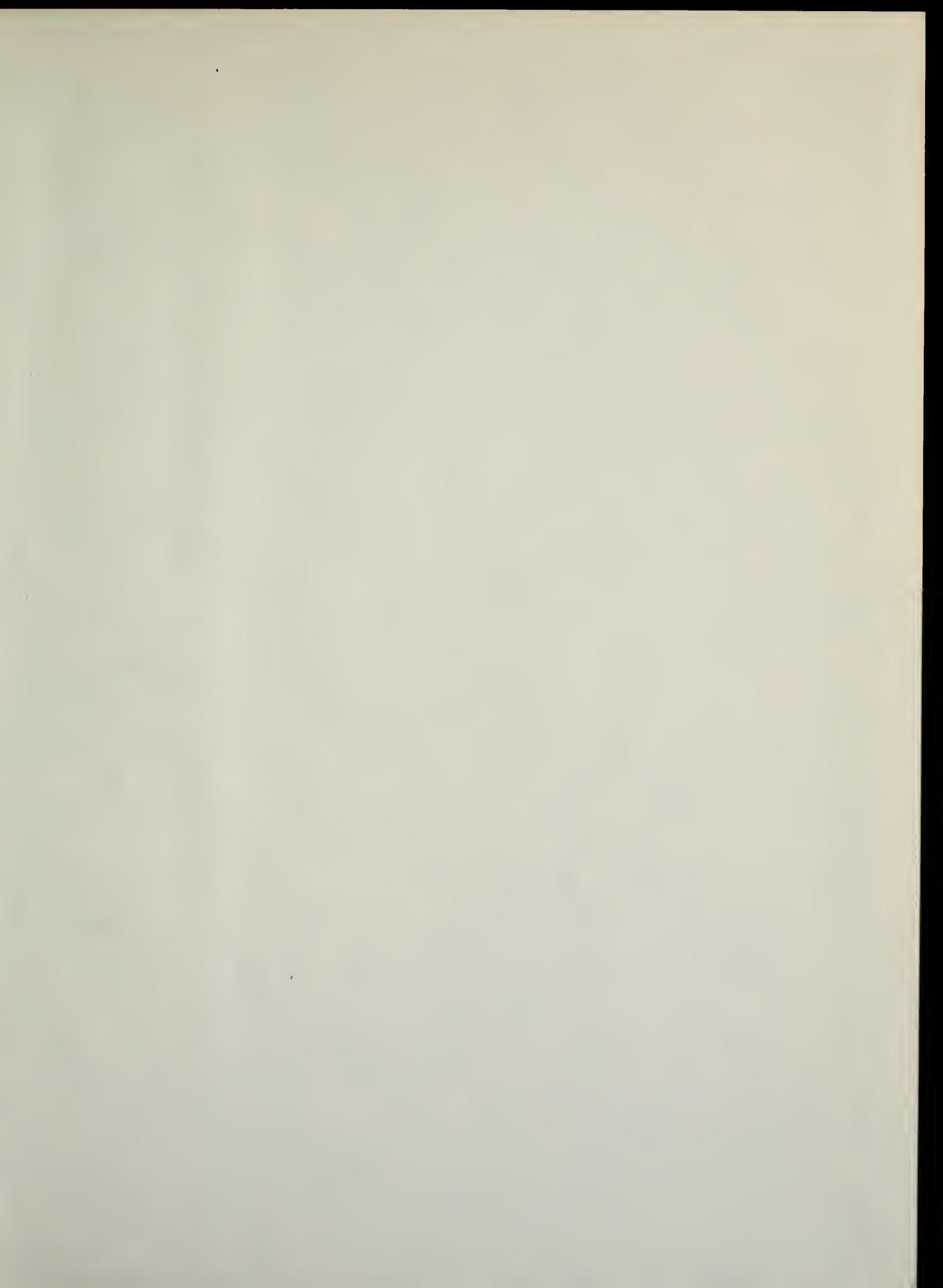
I am sure that each of you will take immediate action, if necessary, to improve your property control.

Delyte W. Morris
President













APR. 69



N. MANCHESTER,
INDIANA

